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ABSTRACT

The guide presents instructional units aimed at developing career education for grades 3-6. Each unit provides detailed objectives, activities, resources, and evaluations, and in some units the objectives are further detailed in relationship to the following subjects: mathematics, language arts, social studies, guidance, music, physical education, art, and the library. Topics (arranged by grade in the guide) include: communication systems and workers, environmental control and planning, agriculture, forestry, food and nutrition, soil conservation (with extra study questions), hospitals, leisure time and recreation, land transportation, manufacturing and mining, and other employment opportunities. (JR)

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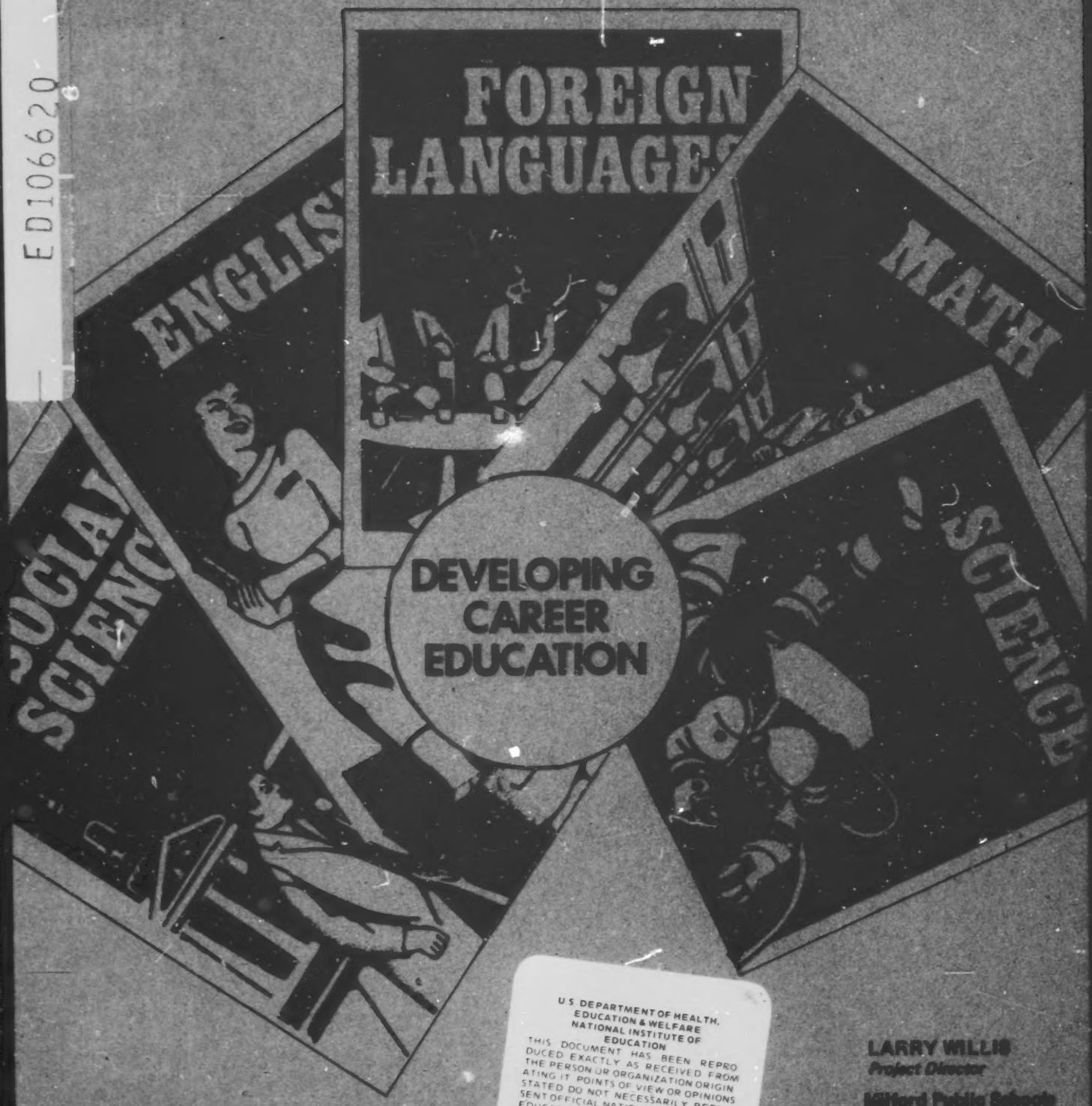

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LARRY WILLIS
Project Director
Milford Public Schools
Milford, Nebraska

CE 003 193

GRADES 3-6 INSTRUCTIONAL UNITS

NEBRASKA STATE DEPARTMENT OF EDUCATION
Division of Vocational Education

TEACHER'S NAME Bonnie Smith

Grade Level 3

ELEMENT Career Awareness, Beginning Competency, Attitudes and Appreciation

Unit Title: Telephone--Communications

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the end of the lesson, the child will demonstrate his knowledge of telephones by listing 3 different steps in the development of the telephone.	1. Reports on Alexander Bell 2. Experiments with cans 3. Compare the different styles of phones past to present 4. Telezonal Program	1. The Story of Telephone Pamphlet Elem. Library. 2. Telezonal Program from Lincoln Telephone Telegraph 3. The Telephone, Brinton, Henry	1. To be able to list 3 different major steps in the development of the phone.
2. After the visit of the telephone man, the child will demonstrate his knowledge of the telephone by completing a diagram of a phone, naming its parts.	1. Have telephone man come and speak. a. show major parts of phone b. climb a pole	1. Telephone Service Man 2. Your Telephone and How It Works, Schneider, Henry, 1966, McGraw-Hill.	2. Given a diagram of a phone they will be able to name the parts.
3. After class discussion, the child will demonstrate his knowledge of telephone occupations by effectively using role playing of different occupations.	1. Service Please! Discussion a. Who should we call b. What information must I be ready to give to the operator? c. What people are involved? (list) d. What is the cost of installation?	1. Telephone Serviceman 2. Your Telephone and How It Works, Schneider, Henry, 1966, McGraw-Hill.	3. Role playing using the different occupations.
4. After the lesson, the child will display his knowledge by constructing a bulletin board showing proper telephone manners.	1. Brainstorming on telephone manners. 2. Construct bulletin board from brainstorming ideas.		4. Teacher observation of bulletin board development and observation on playing game.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	3. Game, Mr. Do Bee--Mr. Don't Bee 4. Do several types of role playing. Given a situation they must respond.		
5. After listening to the tape, the child will show his knowledge of the telephone vocabulary listed below by answering 10 of the 16 questions on the written test. 1. dial tone 2. busy signal 3. dead phone 4. repair service 5. party line 6. private line 7. local calls 8. emergency calls 9. area codes 10. long distance 11. operator 12. direct dialing 13. person-to-person 14. collect 15. moving 16. rates	1. Using a cassette tape and booklet with following terms: (same as used in Objective #5). 2. Worksheet giving a list of people's names. The child will record telephone number. 3. "Let Your Fingers Do the Walking", Game for yellow pages.	1. Telephone directory	5. Teacher observation in playing game. Teacher corrected student activity pages.

TEACHER'S NAME Bonnie Smith Grade Level 3

ELEMENT : Career Awareness, Beginning Competency, Attitudes and Appreciation

Unit Title: Air Travel

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After returning from the airport the child will demonstrate his knowledge of the various occupations related to an airport by successfully playing "What's My Line".	1. Brainstorming LANGUAGE ARTS: a. What different kinds of air travel do we have today? b. What are some of the functions of air travel? c. Where could you find this information? d. How are being dependent and air travel related? 2. SOCIAL STUDIES: Visit airport. 3. After return from airport make list of different occupations and duties they performed. 4. LANGUAGE: Put desks in shape of airplane--airport role play. 5. SCIENCE: Play games about air travel found on pages 65, 68, 69, 71, 73, and 80 of Science Scope. 6. Make airplane model.	BOOKS: 1. This is an Airport, Richard Bagwell, Follett, 1967. 2. Airplanes: How They Work, Kenton D. McFarland, Putnam, 1966. 3. What Does An Airplane Crew Do? E. Roy Ray, Dodd, Mead, 1968 Multiple illustrated book of people involved in air transportation. 4. What Does a Test Pilot Do?, Dodd, Mead, 1969, by Robert Wells. FILMS: Airport in the Jet Age (2nd edition) EBEC color P-I 11 min. Teacher Resource People Problems, Teachers Guide (NCET) pp. 94-112.	1. The child will be able to successfully play "What's My Line".

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. After completing the lesson the child will display his knowledge of past to present air travel by correctly arranging 4 pictures in sequential order.	1. LANGUAGE ARTS: Write a letter to United Airlines asking for pictures of planes past to present. 2. LANGUAGE ARTS: Do group reports on the following as to their contribution to air travel. a. Montgolfier b. Orville-Wilbur Wright c. World War I d. Air Mail e. Lindburgh f. Zepplins g. World War II h. Jets i. D.C. 3 j. Commercial jets k. 747 l. SST 3. Draw a mural representing the progress of air transportation.	1. Historic planes, United Air Lines School & College Services O'Hare International Airport Box 66141 Chicago, Ill. 60666 2. When Zepplins Flew, Ken Dollison, Tine Inc., 1969. 3. Los Angeles International Airport in Pictures Los Angeles Dept. of Airports Public Relations Division 1 World Way Los Angeles, CA 90009 FILMSTRIP: "Wright Bros. First Flight" 8mm., black and white 1601 Set B #103, ESU #5 Air Transportation.	2. Given pictures of air travel the child will be able to correctly arrange them in sequential order.

TEACHER'S NAME Mary Kinsey

Grade Level 3 - 4

ELEMENT: Career Awareness, Beginning Competency, Decision Making

Unit Title: Telegraph (Communications)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After studying the telegraph the student will be able to display his knowledge by tracing the development of the telegraph. 2. Upon finishing the unit on the telegraph the student will be able to relate his comprehension by explaining the operation of the telegraph. 3. After completing the telegraph unit the student will be able to apply his knowledge by listing at least 5 uses of the telegraph. 4. Upon completion of the telegraph unit the student will be able to apply his knowledge by relating at least 3 occupations to the telegraph.	1. Divide the class into five groups and do the following activities: a. put up a bulletin board. b. report on the inventor using an opaque projector and produce a picture of him. c. Explain the Morse Code, how and why it began and its purpose today. c. find out duties of a telegraph operator, and the other jobs associated with the telegraph. e. Find out how to send and read a telegraph. 2. As a class: LANG. Write letters to the Lincoln Telephone and Telegraph asking about telegraph operation in our area, etc. Sutdy the composition of a telegraph (I will send one to the class). ART & SCIENCE: I will provide a worksheet or they may draw a telegraph and together we will label the parts. SCIENCE: In small groups design their telegraph and make up a code of their own or use Morse Code.	1. Lincoln Telephone and Telegraph. 2. World Book Encyclopedia. 3. Materials for telegraph: wood, iron nails, aluminum nail, metal thumbtacks, T-shaped piece of tin, metal, (thin strip), #6 battery. 4. Out of Old Nebraska, State of Nebraska, Department of Education.	1. To be able to verbally relate the development of the telegraph. To be able to explain the operation of a telegraph. To be able to list three occupations related to the telegraph.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Video tape the making of a telegraph with wood, iron nails, aluminum, thumbtacks, tin, #6 battery. SOCIAL STUDIES: In group discussion with the aid of pictures, discuss various occupations and their related duties to the telegraph. SPELLING: Keep a list of new terms and use for a spelling test: (example) telegraph Samuel Morris Morse code Inventor		

TEACHER'S NAME Mary Kinsey, Bonnie Smith

Grade Level 3 - 4

ELEMENT: Career Awareness, Educational Awareness, Economic Awareness, Beginning Competency, Attitudes and Appreciation

Unit Title: Soil Conservation

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The student will be able to display his knowledge by successfully completing at least 2 activities from each learning center.	1. Learning Centers: a. tapes with worksheets Conservation Practices in 1. eastern Nebraska 2. western Nebraska 3. Sandhills b. activity packets 1. erosion causes kinds 2. Gullies causes control 3. Wind strip cropping 4. Stubble mulch 5. Conservation cropping system 6. Bench Leveling c. Video tape presentation 1. County agent 2. conservation officer 3. Soil Scientist d. Slide Presentation 1. terrace 2. shelter belts 3. grass in soil conservation.	1. Brochures EC-63-139 through EC-63-155 from U of N College of Agriculture. 2. Own file, pamphlet #7, 24 3. Conservation--vertical file elementary library, pamphlet & Soil Means Life. 4. FILM: Soil Conservation District, 16 mm sound, 14½ min. Keystone Steel, Wire Vernard Film, Dist. Service. 5. Free film: Adventure of Jr. Raindrop, 16 mm, Sound 8 min. 6. From the Ground up, 16 mm. sound, 13 min., Soil Conservation Service. 7. Return to Eden, 16 mm., 17 min., Allis Chalmers Man. Co., free film. 8. Service Unit--book: Guide to Conservation and Resource. 9. Service Unit--3M Conservation Set #1, The Land that Supports Us, Set #2. Our Soil Resources.	1. The student will complete at least 2 activities from each learning center.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. After returning from a field trip, the child will demonstrate his comprehension of soil conservation practices by successfully constructing a relief map showing different soil conservation practices.	1. Field trip to a farm where conservation practices are employed. 2. Make drawings showing different practices. 3. Make as a group dough for use in making relief map.		2, In group of 4 be able to design and demonstrate by example a relief map employing several conservation methods.

TEACHER'S NAME Joan Sterns

Grade Level 3-4

ELEMENT: Self-Awareness, Career Awareness, Decision making, Attitudes and Appreciations

Unit Title: Environmental Control--Disease Prevention

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the end of the first lesson of this unit the students will be able to record, either on tape or on paper, at least 3 methods of contamination that can cause disease.	1. Brainstorming circles: Discuss the meaning of the following terms and write down a consensus of opinion. 1. sanitarian 2. insanitary 3. environment 4. survey 5. sanitary 6. pollution 7. contamination Look up and check definitions in dictionaries. Take students outdoors. Observe and remember. Re-assemble and have them tell what they saw. Ask! What did they like about what they saw? Why? What didn't they like? Why? What Could Change? Be improved? etc... FILMS: "A Nation of Spoilers" "A Land Betrayed"	Dictionaries FILMS: "A Nation of Spoilers" "A Land Betrayed", Division of Public Health Education.	1. Students will record, either on tape or on paper, their knowledge of at least 3 kinds of contamination that can cause disease.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Choose one learning packet from the following areas: 1. water pollution 2. air pollution 3. food contamination 4. insect and pest problems 5. solid wastes	PAMPHLETS: "So You Want to Get Involved" "For the Benefit of Man" "Clearing the Air" (US Dept. of Interior) "Environmental Involvement" (Dow Chemical) "Insects That Carry Disease" (US Dept. of HEW) "The Modern Miasmas" (Metropolitan Life Ins. Co.) "Air--Pollution Primer" (Nat'l. Tuberculosis and Respiratory Disease Assoc.) "Career Education in the Environment" Olympus Research Corp. Encyclopedias	
	FILMS: Water, Friend or Enemy	Division of Public Health Education.	
2. On completion of this unit the students will role-play, do a skit, or pantomime one of the community health service careers and show their part in prevention of disease.	2. Worksheets including important facts about careers involved in health services. Food Technologists 1. Visit dairy. Talk with: plant manager, foreman, laboratory technician.	Teacher-made worksheets SRA Occupational Briefs #214 Dairy Technologist #215 Food Technologist Jr. Occupational Briefs Dairy & Food Technologists	2. Students, individually or in small groups, do a role play, skit, or pantomime of one of the community health services careers and show their part in the prevention of disease.

TEACHER'S NAME Joan Sterns Grade Level 3-4

ELEMENT

Unit Title: Environmental Control--Disease Prevention

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Visit supermarket or look through a magazine that contains many food advertisement. Make a list of the different ways foods are packaged and preserved. Explore each method.	Field trip--Roberts Dairy magazines	
	Look for newspaper accounts of food-borne illness.	Newspapers	
	Resource person--cafe owner speaking about food regulations.	Resource person--cafe owner	
	Role play ways to win or lose a customer through sanitation practices.		
	Resource person--Frank Harris	Resource Person--Frank Harris Director of Health Education	
	7. Demonstrate bacteria requirements by contamination.	"Food Service Occupations" Occupational Cluster Guide Oregon Board of Education.	
	Public Health Sanitarian and Sanitary Engineer.	SRA Occupational Briefs #248 Public Health Sanitarian #250 Sanitary Engineer Jr. Occupational Briefs Public Health Sanitarian Sanitary Engineer	
	1. Make charts in groups of 2 or 3 to show how purity of food and milk is safeguarded.		
	2. Make arrangements to visit local water filtration and sewage disposal plants.	Field trip--Local water filtration and sewage disposal plant for City of Milford.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	3. FILM: Decent Burial	FILM: Decent Burial, Division of Public Health Education	
	4. Resource person: Fred Jolly, Woody Johnson	Resource Persons: Fred Jolly, Woody Johnson	
	5. Write article for school paper or city newspaper telling about need for pollution control and insect and rodent control.		
	6. Resource person, John Treu, Chairman of swimming pool committee in city of Milford.	Resource Person: John Treu	
	Medical Social Worker and Public Health Nurse. 1. Resource persons: Mary Manter Jan Cepure Sigrid Bergman 2. Resource person: Rosemary Martin	Jr. Occupational Brief Medical Social Worker Public Health Nurse Resource persons--Mary Mantor, Director of Community Health. Jan Cepure--Community Health Nurse. Sigrid Bergman--Medical Social Worker (St. Elizabeth, Lincoln) Resource Person: School Nurse, Rosemary Martin.	

TEACHER'S NAME Joan Sterns

Grade Level 3-4

ELEMENT

Unit Title: Environmental Control--Disease Prevention

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	3. Draw or paint pictures of social worker or nurse working at a task their position requires.		
	4. Volunteers to work in nursing home or with shut-ins to help student decide if this is the kind of work that he would enjoy.	Contact director of: Crestview and Milford Nursing Home.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Name: Joan Sterns

Unit: Environmental Control--Disease Prevention

OBJ. #	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARY
1		Brainstorming circles. Find Definitions.	Observe outdoors. Discuss changes. Learning Packets: Water pollution Air pollution Food Contamination Insect and Pest Problems Solid Wastes	Films						
2		Newspaper account of food-borne illness. Write article for newspaper telling about pollution control and insect and pest control.	Demonstrate bacteria requirements by contamination. Resources: Fred Jolly Woody Johnson Frank Harris John Treu	Visit dairy, supermarket. Films Volunteer Work in nursing homes or with shut-ins.	Worksheets. Facts about careers involved in health services. Role-play ways to win or lose a customer through sanitation practices.		Resource: Rosemary Martin, Jan Cipure Sigrid Bergman		Make charts--purity of food & milk. Draw or paint pictures of social worker or nurse working at task.	

TEACHER'S NAME Mary Kinsey and Bonnie Smith

Grade Level 3 - 4

ELEMENT: Educational Awareness, Career Awareness, Economic Awareness, Beginning Competency, Attitudes and Appreciation

Unit Title: Marine Biology

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After completing the unit on Marine Biology the student will be able to display his knowledge of Marine Science by listing at least 2 of 3 subdivisions of Marine Science.	1. Small group will rotate to 3 groups of discovery, cultivation, and harvesting (groups will consist of 1 teacher or aide using pictures, transparencies, etc. for presentation).	1. Oceanography--Understanding our Deep Frontier, National Academy of Sciences, 1966.	1. The child will be able to list 2 of 3 subdivisions of Marine Biology.
2. After finishing the Marine Biology unit the student will be able to relate his knowledge of different types of animals found in the ocean by visiting at least 5 of 7 animals.	1. Research animals in the library. 2. Draw pictures of the animals. 3. ART: make animals from colored tissue paper and suspend from ceiling so room is "Life Under the Sea". 4. Field trip to Gretna fish hatchery.	1. Library books on sea animals. 2. Art materials tissue paper, scissors, string. 3. Gretna fish hatchery.	2. The student will be able to list at least 5 of 7 marine animals.
3. At the conclusion of the lesson on Marine Biology the student will be able to demonstrate his knowledge of the relationship of marine animals to man by listing at least 4 different products man receives from marine animals.	1. Make montages of products from marine animals. 2. Make a bulletin board matching products to animals.	1. Materials for montages: paper, magazines, scissors, glue.	3. The student will be able to list at least 4 different products from marine animals.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. Upon completion of the unit on Marine Science the student will be able to apply his comprehension by relating at least 7 of 10 occupations to the ocean.	1. Students will choose 7 of 10 stations describing occupations and containing worksheets, etc., to expand the child's knowledge. 2. Speakers 3. Write thank yous.	1. Speakers 2. SRA Kit, Work-Widening Occupational Roles Kit, #5-2200.	4. The student will be able to relate in writing at least 7 of 10 occupations of marine biology.

Mary Kinsey and Bonnie Smith Marine Biology

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIA
fer to #1				Small groups						
#2				Field trip to Gretna					Draw pictures Make tissue fish marine animals.	Research in Library
#3									Montage bulletin board	
#4		Write thank yous to speakers.		Students visit at least 7 stations describing various jobs.						
#5										

TEACHER'S NAME Joan Sterns/Elaine Johnson Grade Level 3 - 4

ELEMENT: Career Awareness; Educational Awareness; Decision Making

Unit Title: Agriculture, Grain--the relationship of crops grown by the farmer to the business world.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the end of the first lesson the students will be able to list the steps needed to prepare soil, identify specific grains, or identify 2 occupations within this area, and know terms related with the lesson or write a story following the steps of the "growing stage" of a seed.	1. Produce man bring samples of grain to classroom. 2. Display samples of grain (Develop game--use also for Objective 5) 3. Interview a farmer. 4. Make poster. List ways farmer receives grain and ways he prepares soil. 5. LANG. ARTS: Pretend to be a type of grain, how it gets to farmer, and on until grain is delivered to the elevator. ART: Draw pictures to illustrate. Make booklet. 6. SCIENCE: Using seeds (game)	BOOKS: Let's Go To a Farm, Laura Sootin The Little Farm, Lois Lenski FILMSTRIP: "Seed Plants", sound Film Strips, Coronet Produce man Farmer Pamphlets Vertical File--Food (ELEM.) Farm Products	1. Given samples of grain the children have studied in the unit, the children should be able to identify them by writing them down. OR Given several occupational jobs dealt with in this unit the child should be able to circle the one whom the farmer gets seeds from. OR The child should list the steps needed to prepare the soil for the seed as previously talked about. AND Given the title the "Growth of Grain" the child should be able to write or tell the steps involved in the "growing stage" and explain what is involved in each. OR Given a crossword puzzle, constructed from terms used in the process of growing grain the child should be able to complete it.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. The students will be able to compare the process of preparing grain for use today with the one used in pioneer days, and the necessity of each (analyze)	1. LANG. ARTS:, S. STUDIES: Read books about pioneer life on a homestead. 2. S. STUDIES: Do role-plays showing the differences in two periods of time. 3. Have a tasting party with foods derived from grain. 4. Make noodles 5. LANG. ARTS, S. STUDIES: Write a history of corn--going back to the Indians. 6. Field trip to Gooch's Mill.	Resource Book Children find to read. Laura Ingalls Wilder Series FILMS: "Food for the City: Wheat and Flour" Bread--Encyclopedia Britannica	2. Given a list of the pioneer processes of preparing grain the student will write a comparable process used today and tell the reason for each step.
3. The students will list products developed from 2 kinds of grains at the end of the lesson.	1. ART, S. STUDIES: Make posters showing the steps and occupations involved in the processing of one food. 2. Make bulletin board showing these products. 3. LANG. ARTS, S. STUDIES: Make report on one specific product and how it is made. 4. LANG. ART: Write riddles pertaining to a certain grain or products. 5. Have contest--write as many uses for corn as can be found.	BOOKS: Let's Go to a Bakery, Naomi Bucheimer, Putnam, 1956. The Story Book of Food From the field, Maud Petersham FILMSTRIPS: "From Farm to Table" SS/27 "A Loaf of Bread" 55383 "Where do we Get our Bread?" 684-4 Vertical File--Grains (Elem.) Origin of Breakfast Cereals	3. Choosing two kinds of grains the students will list as many products as he can for each.

TEACHER'S NAME Elaine Johnson, Joan Sterns Grade Level 3 - 4

ELEMENT

Unit Title: Agriculture, Grain--the relationship of crops grown by the farmer to the business world

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. Compare the grains grown in the corn belt with those grown in other Nebraska farming areas by drawing the farming areas and a map of Nebraska, and placing at least 2 types grown in each area and give one reason for different crops in different areas.	1. LANG. ARTS: Write letters to third and fourth graders in a town in each farming area. 2. S. STUDIES: Television panel discussion (one or two from each farming area, discussing differences. Could be video taped.) 3. S. STUDIES: Draw map of Nebr. placing the farming areas on them. 4. MATH: Make graph for each farming area.	FILMSTRIPS: "Agriculture" SS234 "The Central Farming Region--Food for the Nation", SS387 FILM: "The Wheat Farmer-- (N. Dakota pamphlet) Pamphlets and Posters Vertical file--Elem.: Food Beet sugar extracting from sugar beet to beet sugar Bill Gets a Scoop Letters from other students Vertical file--Elem.: Agriculture article--"Haying Time"	4. Draw a map of Nebraska. On it place the names of the farming areas and the boundaries of them. Write at least two kinds of grain grown in each area and give one reason for different crops in different areas.
5. Given a list of the following types of agri-business workers and a list of tasks, the children will be able to match the tasks with the worker: a. farmer b. produce man c. seed salesman d. grain buyer e. grain elevator manager f. factory employee	1. FILM: "Food for the City" 2. Interview farmer 3. Produce Man come to classroom and discuss occupation. 4. Visit grain elevator--talk with buyer and manager. 5. Play game "Who Is Here" (pantomime workers) 6. LANGUAGE ARTS: Dramatize the relatedness of occupations in producing noodles. 7. Take photographs of workers connected with unit.	FILMSTRIP & RECORD: "Where and How People Work and Live" FILM: "County Agent", Texaco Inc., General Sales Manager Atlanta, Georgia 30308 BOOKS: I Want to be a Farmer, Carle Greene The Little Farmer, Margaret Wise Brown Let's Go To a Farm, Laura Scotin A Place for Peter, Elizabeth Yates	Given a list of the types of agri-business workers studied in this unit, and a list of tasks, the child will match the tasks with the workers.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Bonnie Lou Smith

Grade Level 3 - 4

ELEMENT: Educational Awareness, Career Awareness, Economic Awareness, Beginning Competency, Attitudes and Appreciation

Unit Title: Environmental Planning

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Upon the completion of the first 3 activities the child will select by evaluation a list of the 5 necessary people and their jobs needed for planning a new city development.	1. Divide into groups of 4. Given an outline of the Valley View Development the children will plan its development. 2. Now that the plan is made list 5 steps you felt the city planners needed to do before any homes were built. Example: sewer, lights, landscape, telephone, roads, possible park, construction men. 3. After completing activities 1 & 2, bring the groups back together, and discuss their findings. Collectively make <u>one</u> list of the steps necessary for the development. 4. Begin vocabulary list.	1. SRA Occupational Exploration Kit: #187 Landscape Architects #185 Geographer #231 Building Contractor #209 City Planner #250 Sanitary Engineer #2 Civil Enginer #248 Public Health Sanitarians 2. "An Environment Fit for People", Public Affairs Pamphlet #421, High School Vertical file 3. "Concepts of Conservation" p. 54, High School Vertical File.	1. The child will list 5 necessary steps needed for planning a new city.
2. At the completion of the lesson, the child will compare by an evaluation of pictures at least 3 different needs that a geographer had to meet in assisting in the development of a city.	1. Speaker--Doug Cobb, "Geographer" 2. Given several pictures of different cities the child will evaluate the various needs that were met for each city.	1. Resource person "Geographer" 2. Pictures of many cities. 3. "The Third Wave", Vertical File, High School. 4. SRA--"Our Changing World" Senesh.	2. The child will determine 3 different needs a city met in their planning by looking at various pictures.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. At the end of the lesson, the child will display his knowledge of city planning by successfully making a blueprint of the Valley View Development.	1. Speaker--Explain Blueprints. 2. Decide and write down what they now want in their development. 3. Donna Wurst--speak on city planning: a. codes that they had to follow. b. why they hired a professional. 4. Discuss--now that lots are laid out, what about homes? Who builds them?	1. Resource person "Civil Engineer" 2. Resource Person "City Planner"	3. The child will make a blueprint of the Valley View Development.
4. At the end of the field trip, the child will display his knowledge of the Valley View Development in a complete sketch of the actual development.	1. Field trip to the actual Valley View Development. a. Note the terrain of the land b. Streets c. Homes 2. Sketch the plan of the development.	1. Field trip	4. The child will draw a sketch of the Valley View Development.
5. After Mr. Dunlap's presentation, the child will demonstrate his comprehension of the Valley	1. Mr. Dunlap--visit and explain: a. why the development b. first steps	1. Mr. Dunlap, Banker	5. Teacher observation of questions asked.

TEACHER'S NAME Bonnie Smith

Grade Level 3 - 4

ELEMENT

Unit Title: Environmental Planning

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
View Development by asking appropriate questions.	2. Children ask questions 3. Write thank you notes.		
6. At the end of the activity the child will by analysis of many catalogs select a completely equipped elementary playground within a given budget.	1. Plan a playground for the new elementary school. 2. Find playground equipment to meet the needs of the K - 6 enrollment and stay within a budget.	Catalogs from: 1. "Imagineered" Park and School Equipment, Game Time Inc. 2. Action Safe Playground Equipment, Miracle Equipment Co. 3. Sculpture for Play, Form Incorporated. 4. American Playground Devices Co. 5. The J. E. Burke Co.	6. The child will equip the elementary playground with equipment suitable for K-6 children and stay within a given budget.
7. After listening to the speaker, the child will demonstrate his knowledge of city planning by asking appropriate questions about the plans necessary for building the new elementary school.	1. Supt. Mr. Sims will visit with the children about the planning they went through with the elementary school. 2. Question-answer time. 3. Submit their playground equipment plans.	1. Resource person, Mr. Sims.	7. The teacher will evaluate by listening to the questions asked by the children.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIAN
fer to #1		list 5 areas the planners had to cover before much planning took place.		plan city development.	Brainstorm and make list.					
#2		Voc. list speaker--write thank you.		Evaluate needs of various cities.						
#3		Speaker--write thank you.		Field trip	Discuss what they want in their development				Sketch plan of development.	
#4										
#5		Speaker--write thank you.								

Environmental Planning

OBJECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIAN
fer to # 6 XXXXX	Keep cost of play-ground equipment within a given budget.			Plan playground				Plan Playground		
#7 XXXX		Speaker-- thank you								
XXX										
XXXX										
XXXX										

30, 31

TEACHER'S NAME Celia Hoffman

Grade Level 3 - 4

ELEMENT

Unit Title: Hospitality and REcreation--Theatre Occupations

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The fourth grade students will display an awareness and appreciation of the various theatre occupations by identifying at least five occupations.	Discuss and make a list of all the theatre occupations the students are presently aware of. The class will keep the list and add new occupations as the discussion continues. The class will be presented with a chart showing the various opportunities in theatre. Discussion will follow. Dividing the class into groups, each will read about a different job and trade materials with another group. Given a list of 10-12 job titles, the students will match the titles with the job descriptions. Each child will be given a slip with a job title written on it. The child will pantomine the job description. (OPTIONAL) Construct a spelling list for the week consisting of words such as:	(Career Ed. Library) Looking Forward to a Career in Theatre Encyclopedia of Careers, Elementary Library, p. 6. SRA Occupational Briefs: #98 Theatre Managers #62 Actors & Actresses #257 Producers & Directors	1. to identify different theatre occupations the students will be presented with a list of 10-12 different titles to match with the correct job. The class will then pantomine different tasks and give the class on "Who Is Who In The Theatre".

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	stage designer theater artist actor manager actress occupation director cues		

TEACHER'S NAME Celia Hoffman Grade Level 3 - 4

ELEMENT

Unit Title: Hospitality and Recreation--Theatre Occupations (Actors & Actresses)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. Upon completion of this unit, the fourth grade students will be able to list orally four advantages and four disadvantages of being an actor or actress through oral discussion.	Read and discuss the two pamphlets on actors and actresses (provided through Career Ed.) Also Looking Forward to a Career As An Actress or Actor. Discussion. Each child will list three questions they would like to know about acting. "Guess Who Is Who Game" Divide the class into groups, and given a magazine, they will cut out and mount pictures of familiar faces they have seen on TV, in movies, or on the stage. Each child will write a letter to Gordon Macrae (residing in Lincoln) and ask if he would visit the class. Resource speaker: Gordon Macrae. Use questions listed. Write thank you notes to speaker. Refer back to "Guess Who Is Who Game"	SRA Occupational Brief #62 Looking Forward to a Career in Theater, pp. 24-40. Gordon Macrae, actor residing in Lincoln.	2. Through observation and discussion the students will be able to list and appreciate the advantages (5) and disadvantages (5) of acting.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Through a discussion group, the class will decide the advantages and disadvantages of acting. A contest will be held to see who can present the longest list.		

TEACHER'S NAME Celia Hoffman

Grade Level 3 - 4

ELEMENT

Unit Title: Recreation & Hospitality--Theatre Occupations (Directors)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. The students of the fourth grade will display an appreciation and awareness of the theatre by planning and presenting a play to an audience.	Read and discuss two oc cupational pamphlets SRA #257, on directors, and Looking Forward to a Career in Theatre, pp. 40-46. Attend a play presented by Kearney State College's Story Theatre. Resource speaker: Fred Koontz, Director of Children's Theatre, Kearney State College. Write thank you notes to theatre group. Select two plays to be presented to the Rest Home for a performance. Choose the jobs the students would be most interested in, including: director actors and actresses scene designer and assistants make-up designer technical director	SRA Briefs--#257 Looking Forward to a Career in Theatre, pp. 40-46. Resource Speaker, Fred Koontz, Director Children's Theatre Kearney State College Create or Elementary Library Stage, by Natalie Bovee Hutson (Elem Library) Act It Out, by Bernice Wells Carlson Behind the Scenes in Motion Pictures, by David Cooke	3. The students will plan and present a play, including all aspects studied about the theatre, to an audience.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	stage manager and assistants, property director, advertising Present play to Rest Home		

Celia Hoffman — Grade 3-4 — Theatre Occupations

OBJ.	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARY
1		Spelling list of words relating to theatre.			Chart of theatrical occupations					
2		Write letters to Gordon Macrae. Write thank you notes to speaker			SRA Occupational Briefs of various theatre jobs. SRA Occupational Brief Resource Speaker: Gordon Macrae				Cut and mount pictures for "Guess Who Game"	
3		Attend a play presented by Kearney State College's Theatre Dept.			Occupational Briefs #257 SRA Discussion					

TEACHER'S NAME Bonnie Lou Smith

Grade Level 3

ELEMENT : Self-Awareness
Educational Awareness
Career Awareness
Economic Awareness
Beginning Competency
Attitudes and Appreciation

Unit Title: City

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After completing the lesson, the child will display his knowledge of city officials by compiling a list of the duties for each elected and appointed city worker.	1. Discussion a. What are some of the town officials? b. What do you think their job is? 2. Mayor visit classroom--explain his duty as mayor of this city. 3. Visit town council meeting briefly have a councilman explain their role in the town. 4. Have the police visit school and tell of his role in the city. 5. Public Works director visit and tell of his role in the city.	1. Mayor 2. City Councilman 3. Police 4. Public Works	1. After activities 2-5, make a list of each official's duties.
2. After discussion of election procedures, the child will demonstrate his comprehension of election proceedings by effectively electing and appointing city officials for Smithville.	1. Discussion of an election Purpose-Kind-Procedures 2. Divide group into 2 parties. 3. Register to Vote. 4. File for election. 5. Campaign speeches. 6. Primary election 7. Campaign speeches 8. General election	1. Copies of voter registration. 2. Homemade copies for pupil registration. 3. Ballots for both Primary and General election.	2. Teacher observation of the entire election procedures.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. At the end of the lesson, the child will demonstrate his comprehension of city ordinances by effectively drawing up a set of ordinances for Smithsville.	1. Discussion of "How's, Why's of town meeting". 2. Discussion on Robert's Rules of Order. a. order b. adjourn c. second d. motion e. carried f. see report 3. Mayor conduct town meeting purpose of setting up a set of ordinances.	1. Robert's Rules of Order	3. Result of ordinances drawn up by city.
4. Upon completion of setting up criteria for individual wages, the child will individually evaluate by using a checklist at his desk as to the amount of money he earned in relationship to the amount of work he produced.	1. Discussion on taxes--set property tax for desk and chair. 2. Set up salary schedules for elected officials. 3. Set up criteria for individual wages. 4. Set up criteria for individual expenditures. 5. Each day the child and teacher keep record of achievements. Example: The child would get paid $1 each day for completing his work. 6. Every Friday is payday.	1. Play money 2. Record Sheet	4. The child will individually evaluate by using a checklist at his desk as to the amount of money he earned in relationship to the amount of work he produced.

TEACHER'S NAME Bonnie Lou Smith Grade Level 3

ELEMENT:

Unit Title: City

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. At the end of the unit, the child will demonstrate his comprehension of city functions by effectively carrying out the following roles: a. town meeting b. council meeting c. election of sheriff every 2nd week d. day by day city involvement e. court	1. Thursday town council meeting. 2. Friday town meeting. 3. Friday court--they appear before judge (teacher) with their tickets and are sentenced. 4. Every second week elect a new sheriff so all have an opportunity to hold elected office.	1. Tickets for sheriff	1. Teacher observation of activities.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Mary Kinsey

Grade Level 3 - 4

ELEMENT: Career Awareness, Beginning Competency, Educational Awareness

Unit Title: Agri-Business

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After completing the livestock unit the student will be able to apply his knowledge by identifying the following animals and the products they produce: a. cattle 1. chicken b. sheep 2. ducks c. hogs 3. geese d. horses 4. turkey e. goats 5. guinea f. poultry	1. Introduce pictures to the children of all farm animals and pictures of products of each animal. 2. Take a field trip to a farm and see "live" animals. 3. Make up riddles about each animal and their products. 4. Make ice cream and butter.	1. "When the Cows Got Out", picture series. "Life on a Dairy Farm", Film strip and guide record. "God's Own Cow Country", Free 17 min. film from Sandhills Cattle Association, Valentine, NE Vertical File, Elementary library: a. farm products b. dairying c. food "Promoting Lamb and Wool", 16 mm., 17 min., narrator Lorne Greene, Sterling Movies (free) "The Story of the Breeds", 16 mm., 25 min., free--Texaco (Beef & dairy cattle, sheep and hogs) Various pamphlets from County Agent(all booklets are From the Extension Service of the U. of Nebraska) 1. Booklet #11 2. Booklet #12 3. Booklet #14 4. Booklet #15 5. Booklet #16 6. Booklet #22 7. Booklet #23 "Ice Cream is Good", Lois Lenski.	1. Use the game idea of Concentration to match up the animals with their products.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. After finishing the unit on livestock, the student will be able to comprehend by describing the following occupations related to agri-business and livestock a. livestock buyer b. veterinarian c. meat cutter d. hatchery owner e. auctioneer f. farmer g. county extension agent	1. Bring in speakers of each occupation listed in the objective. It would be preferable that they be parents of the children involved if at all possible. 2. Play a guessing game--"Who is Here?" A picture of a worker being studied is placed under a box. One child peeks to see who it is and then pantomines to the others and they guess "Who is Here".	County Agent, 16 mm. film, 27 min., Texaco Inc., free "Dynamic Careers Through Ag." 16 mm., 28 min., Farm film Foundation, free films. Booklets: #11 Extension Service, U of N #12 " " " " " #13 " " " " " #14 " " " " " Speakers: Livestock buyer Veterinarian Meat Cutter County Extension Agent Vertical file, Elementary, Dairying.	2. Given pictures of, or an oral description, the child should be able to identify orally or written each occupation.
3. At the finish of the study on livestock the studnet will be able to comprehend by describing the production process as stated below: a. raising b. feeding c. management		Booklets #11, 14, 12, 15, 16, 22, & 23 from Extension Service, University of NE.	3. The child should be able to relate verbally or through a drawing the production process.

TEACHER'S NAME Mary Kinsey Grade Level 3 - 4

ELEMENT

Unit Title: Agri-Business

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. When students finish the livestock unit they will be able to relate their knowledge by listing the following means of distribution of livestock products: a. Transportation 1. semi trucks a. cattle, etc. b. refrigerated 2. trains a. refrigerated cars	1. Take a field trip to the Omaha stockyards and study how animals get to stockyards and how products go from there.	Library facilities for children to work in groups finding information on the means of distribution. Speakers: truck driver train worker Booklet #28, Extension Service U of N.	4. Each child should be able to list the areas of distribution and a sentence or two about each.
5. After the livestock unit the students will be able to display their knowledge by verbally relating himself and his ideas to the livestock area of agri-business.	1. Using library books, filmstrips, etc., the children will gather information as a group on research that has been done in livestock production.	1. Portrait of Modern Egg Laying Research, 15 min., Farm Film Foundation, Free Films. 2. Agriculture Research and You, 16 mm., 28 min., Farm Film Foundation. Write to an experiment farm for information. Booklet #11, Extension Service, U. of N.	5. Each child will draw a picture relating himself to the field of livestock in the agri-business cluster.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Teacher's Name Mary Kinsey

Grade Level 3/4

ELEMENT: Career Awareness, Economic Awareness, Beginning Competency, Decision Making

Unit Title: Marketing and Distribution (Advertising) & Sales Promotion & Training

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the conclusion of the unit on sales promotion and training, the student will display his knowledge by listing 3 of 6 jobs in sales promotion and training that are interrelated.	1. The child will choose 3 learning packets on the following jobs: 1. product designer 2. fashion coordinator 3. advertising assistant 4. commercial artist 5. model 6. public relations 7. training representative 2. Speakers (from a clothing store in Lincoln 1. fashion coordinator 2. advertising person 3. artist 4. model	Looking Forward to a Career in Advertising, Bob Larranaga Looking Forward to a Career in Fashion, Margot Siegel Looking Forward to a Career in Art, Margaret Grace SRA Job Experience Kit SRA CAreer Information Kit Booklet: Career Opportunities in Advertising, New York: American Assn. of Advertising Agencies, 1967.	1. Have the student choose 3 jobs and relate verbally or in writing their interrelatedness.
2. After studying qualifications for jobs in the areas of sales promotion and training the student will comprehend by being able to match at least 5 out of 6 jobs with their qualifications.	1. From information gathered in learning packets & from the speakers, students will meet in small groups and determine qualifications for the following jobs: 1. Fashion coordinator 2. advertising person 3. artist 4. model 5. product manager 6. product designer 7. display man 8. public relations 9. training representative	Education for Advertising Careers, New York: American Assn. of Advertising Agencies Speakers from Magees 1. Display 2. Advertising 3. Fashion buyer 4. Model??	2. The student will be able to list qualifications for 3 of 6 jobs in sales promotion and distribution.

Teacher's Name _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. After discussion the student by application will relate 3 of 4 products to customer needs for advertising purposes.	1. Compile a questionnaire for fellow students to answer about why they want or use a given product. 2. From above list a group(s) will develop an advertisement for the product. 3. Discuss how a product can be used conduct a demonstration of the product--display & purpose. 4. In small groups look at several catalogs (clothing) & design a page for a magazine of our own that will appeal to the customer.		3. The student will be given an ad of a product and verbally relate it to the customer.
4. The student will comprehend by explaining 6 of 7 characteristics of advertising after discussion of advertising.	1. Collect and bring to class various forms of advertisements. 2. Use resource speakers newspaper ad man. 3. Listen to the radio, watch tv and read newspapers for advertisements and compare them.		4. The child will relate verbally or in writing at least 3 characteristics of advertising.

TEACHER'S NAME Mary Kinsey Grade Level 3 - 4

ELEMENT

Unit Title: Marketing and Distribution

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. After discussing how advertisements get attention, develop interest, creates desire, and induces action the student will display his comprehension by creating and explaining the above characterisitcs of at least 1 advertisement.	1. ART: use color wheel design colors that are compatible and appealing for displaying items. 2. Collect various ads, compare good with bad aspects--make displays contrasting good and bad (in groups of 2 students)		5. The student will create an advertisement on clothing for the newspaper.
6. (MUSIC: to be taught by music teacher) After discussing ideas of musical advertisements each group will select and develop a musical advertisement which is approved by the rest of the class.	1. The students will divide into groups and take a familiar tune and write an advertisement.		6. Each group will audio tape their musical advertisement and the rest of the class will discuss their song.
7. (P.E. program to be taught by p.e. teacher) By the end of the classperiod, the students will demonstrate four of the six skill stations correctly.	1. One student will be assigned to each skill station to determine if the student can perform the skill. If so, he will be awarded paper money and each time through the station the students will try to increase his income by increasing his proficiency level. An example of a skill station: 1. shooting 5 baskets 2. running through tires 3. serving volleyball 5 times		7. Students can perform four of the six skill stations and count money at end of period.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Speakers: listening skills-- writing thank you notes	Learning packets on jobs in a clothing store.		
Brainstorming in small groups to determine job qualifications			Have resources available to aid students in brainstorming.
Compile questionnaire		Develop an advertisement	Develop an advertisement
Watch and listen to ads on TV and radio.		Bring ads to class Listen to radio and watch TV for ads.	
Compare ads listing good and bad points			Use color wheel design colors that are compatable and appealing for display purposes

TEACHER'S NAME Joan Sterns Grade Level 3 - 4

ELEMENT : Career Awareness; Economic Awareness; Decision Making; Beginning Competency

Unit Title: Marketing and Distribution--Buying (Set Establishment for Marketing--In small groups the students will establish a clothing store by listing all personnel needed. Back in large group, list on board. Infer duties and importance of each.)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Given a list of functions of the buyer within a business, the students will display knowledge of 2 specific activities required for each function.	Using crossword puzzle define the following terms: Supervising, controlling, selling, merchandise, budget, inventory invoice, advertising, promotion, stockkeeping, coordinate. Find definitions in dictionaries. (I or SG) Filmstrip and tape, "Supermarket Workers", (WG) Using transparancies show and discuss marketing evolution and types of business ownership. (WG) Set up grocery store in classroom and use in developing problem solving situations for each of the six areas of responsibility for the buyer. 1. planning 2. stockkeeping 3. controling 4. supervising 5. selling 6. coordinating (WG) Use set of transparencies to show responsibility in areas of buying (WG)	SRA Occupational Brief No. 284, Buyers. Dorr, Eugene L. et al Buying and Pricing Occupational Manuals and Projects in Marketing. FILMSTRIP and TAPE: "Super market Workers" The Wonderful World of Work Denoyer-Geppert Transparencies: 3M Instructional Unit, "The Marketing Process", Vocational Packet # 24.	1. Given a list of the functions and activities of the buyer the student will be able to match the function with at least 2 activities involved.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. Given a product, the third and fourth graders will analyze and list at least two needs or uses for the product.	Divided into small groups--give each group 5 grocery products. Each group choose three and make a list of needs for this product. (SG) Make a tape of salesman giving a sales talk on a product. Give students activity sheet of questions about need and worth of product. (I) Role playing--discussion between salesman and buyer or buyers. (E) Resource persons--buyer from a grocery store and a clothing store. Students be prepared with questions. (WG) List differences in considerations of the two buyers when purchasing for store. (SG) See last page for instructions for music.	Empty boxes, cartons, cans... to be used in first activity of objective #2. Resource persons: Grocer Buyer from clothing store.	Take home evaluation. Give student the name of two products. Take home and have child and parent list needs or uses of the product.

TEACHER'S NAME Joan Sterns

Grade Level 3 - 4

ELEMENT

Unit Title: Marketing and Distribution--Buying

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. Given a career as buyer in a clothing business, the students, in small groups, will apply knowledge learned in determining grades to be purchased for the coming season within budget limitations. Complete a purchase order.	Divide class into groups of 2 or 3. Establish budget for purchasing clothing for coming season. Using catalog, each group do purchasing for store within budget. Discuss filling out of purchase order and then complete.	Clothing catalogs Samples of purchase orders.	3. Examination by teacher of purchase order of each group to determine if objective was accomplished.
4. The students will evaluate the need for pricing strategy, qualified sales personnel, competition, sales, and customer needs through setting up, in the classroom, 3 small grocery businesses and participating in buying and selling for 2 days.	Bring products for 6 small businesses. Divide class into buyers and sellers. Sellers: 6 in a group--price products, decide on sales if any, each person given chance to sell. Buyers: Give each a specific list to buy on budget of $50 for family of 5. They have 30-45 minutes to accomplish talk. On second day buyers and sellers exchange places. Repeat.		4. Teacher observation of activity. Discuss with students their reactions to the activity and feeling about position of buyer and seller. After general discussion, write reaction in a paragraph or two.

(over)

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
To be taught by music teacher: After discussing the phases of marketing the students will show knowledge of marketing by dividing into groups and compose songs about selling and buying to the tune of "There's A Hole In My Bucket".	Divide class into small groups and use one of songs listed and compose answer back songs concerned with marketing.	Possible Resources: Discovering Music Together, Book 3, Follett "A Paper of Pins", p. 79. This Is Music Book 4, Allyn and Bacon "There's A Hole In My Bucket", p. 126	The students will be able to sing composed songs correctly.

Joan Sterns

Marketing and Distribution--Buying

1		Using cross-word puzzle define the following terms: supervising, controlling, selling merchandise, budget, inventory, invoice, advertising, promotion, stockkeeping, coordinate, Find definitions in dictionaries.		Using transparencies, show and discuss marketing evolution of types of business ownership. Use transparencies to show responsibility in areas of buying.	FILMSTRIP & tape, "Super Market Workers" Set up grocery store in classroom and use in developing problem solving situations for each of the 6 areas of responsibility for the buyer: planning stockkeeping controlling supervising selling coordinating					
#2		Make a tape of salesman giving a salestalk on a product. Give students activity sheet of questions about need and worth of product.	Divide into groups--give each group 5 grocery products. Each group choose 3 and make a list of needs for this product.	small	Role playing Discussion between salesman and buyer or buyers. Buyer from grocery & clothing store.	Compare songs on Marketing.				

Ed.	MATH	XXXXXXXXX	XXXXXX	SOC. STUD.	XXXXXXX	XXXXX	XXXXXXXXXXX	XXXXXXXX	XXX	XXXXXXXXX
3		(MATH & SOCIAL STUDIES ONLY)								
		Bring products for 6 small businesses. Divide class into buyers and sellers. Sellers: 6 in a group--price products, decide on sales if any, each person given a chance to sell. Buyers: Give each a specific list to buy on a budget of $50 for family of 5. They have 30-45 minutes to accomplish task. On second day buyers and sellers exchange places. Repeat.								

TEACHER'S NAME Bonnie Lou Smith

Grade Level 3 - 4

ELEMENT : Self awareness Beginning Competency
Career Awareness Attitudes and Appreciation

Unit Title: Marketing and Distribution (Selling)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After listening to a salesman and observing several salesmen, the child by the use of role-playing will by application correctly demonstrate favorable and unfavorable personal qualities such as honesty, courtesy, and alertness. 2. The child will be able to explain why appearance reflects negative or positive attitudes. after listening to a salesman and observing several salesmen the child will comprehend by explaining why the appearance of a salesman reflects positive and negative attitudes in making list of 6.	1. Brainstorming on qualities of a good salesman. 2. View video-tape, make a list of qualities. 3. Guest speaker, talk on personal qualities and appearances of a salesman. 4. Observe salesman at work and list his qualities. Be able to evaluate. 5. Memory game--Peabody Kit. 6. Write thank you notes to speaker.	1. SRA Job Experience Kit: "Salesman" 2. Oregon Board of Ed., "Marketing" 3. John W. Ernst, "Basic Salesmanship" 4. John W. Ernst, "Creative Selling" 5. Speaker--Salesperson from Magees. 6. Peabody Kit 7. Community Resource people. 8. Career Guidance Video Tape #8, "Professional Selling." 9. Retail Clerks International Association.	1 & 2. Have children role play, demonstrating favorable and unfavorable personal qualities.
3. After discussing the training of salesmen the child will by application use an art picture to successfully illustrate 3 various types of educational training necessary for a salesman.	1. Items such as an insurance policy, stick of gum, dress, or bicycle will be on display. Through discussion the child will draw a conclusion to the variety in educational needs of a salesman. 2. Speaker--John Ahl.	1. SRA Occupational Exploration Kit. #319 Retail Clothing Sales People #239 Retail Salespeople. #116 Department Store Salespeople #369 Newstand Vender #114 Salesman--Manufacturers Wholesalers	3. The child will make either by drawing or clippings from magazines a picture showing salesmen that require 3 different educational training periods.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		2. SRA "Jobs in Selling" #5. 3. Resource man from community.	
4. Upon completion of role-playing, the child will by his knowledge of the 5 basic stages of selling indentify in writing the 5 stages of selling while listening to a dialogue.	1. Speaker, John Ahl. 2. Think back to the last three things you bought, such as shoes, etc. 3. Practice use of five stages in role playing.	1. John W. Ernest, "Basic Salesmanship", record that is attached.	4. Using dialogue from John W. Ernests' book, the child identify by writing the basic stages of a sale.
5. The child will recognize by use of pictures the various needs of a buyer. Upon completion of identifying the needs of a buyer the child will successfully demonstrate his knowledge of a buyer's needs by finding pictures that match 4 of the 6 needs identified.	1. Given pictures, the child will identify the need the buyer is demonstrating. 1. Efficiency 2. Economy 3. Durability 4. Time-Saver 5. Easy to repair 6. Preferred Brand	1. Pictures from file. 2. "Basic Salesmanship", John W. Ernest.	5. Given various buyer needs the child will find an appropriate picture from the magazine.
6. The child will be able to list 4 different titles of jobs that are related to a salesperson. At the conclusion of the slide-tape presentation the child will demonstrate his knowledge of the various titles of salespeople by answering 4 of 6 titles on a written quiz.	1. Slide-tape presentation on the following salespeople: a. pawnbroker b. auctioneer c. coin vender d. route man e. door-to-door "peddler" 2. Showing only slide, write name of the salesman.	1. Slides and tape.	6. Written quiz of slides shown to list at least 4 different sales jobs.

TEACHER'S NAME Bonnie Lou Smith

Grade Level 3 - 4

ELEMENT

Unit Title: Marketing and Distribution (Selling)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
7. At the conclusion of this unit on salespeople, the child will successfully demonstrate his knowledge of a salesman by giving a mock sale.	1. Mock sales		7. Teacher observation of mock sales. Overall unit evaluation game.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIA
fer to XXX XXX # 1 & 2	Memory game	Brainstroming--write ideas down. Write letter to speaker. Roleplaying			Brainstorming and compare qualities of salesman.		tape			
#3 XXX		Draw conslusion of training needs of salesmen.		Guest speaker.	Assistance in drawing conclusion				Make picture of training needs.	
#4 XXX		Speaker			Roleplaying					
#5 XX				Identify needs of buyer						
#6 XXX		Written test		Slide-tape presentation						
#7					Mock Sale					

TEACHER'S NAME Joan Sterns

Grade Level 3 - 4

ELEMENT: Self Awareness; Career Awareness; Economic Awareness; Decision Making; Attitudes and Appreciation

Unit Title: Recreation and Hospitality--Leisure Time

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The student will be able to write or verbally describe a minimum of 3 reasons for the need to make wise decisions in planning the use of leisure time for his own life style.	Have class discussion to define term recreation and its importance. Make a chart showing ways people of different groups and age levels spend their leisure time and why. Identify and work on skills of a physical fitness program. Each child plan a program. Invite person who has weight problem or had a heart attack to talk with class. Do research to answer following questions: 1. How much leisure time did the pioneers have? 2. How have toys, such as dolls and bicycles, changed over the years? Find how parents and grandparents spent leisure time. Make a picture chart that illustrates the equipment of past and contrast these with present equipment.	Working persons for interviews. P.E. Teacher Pamphlet: "PHysical Fitness Elements in Recreation," Presidents Council on Physical Fitness Encyclopedias Resource books on Nebraska used according to needs of students.	1. List or verbally describe three personal criteria that dictates the choice each makes in choosing the way leisure time is spent.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Each child interview a worker or workers in an occupation to find out what that worker does for recreation.		
	Make bulletin board around the theme "When Workers Aren't Working". Illustrate the kind of leisure time activities.		
	Have doctor or nurse identify state of physical fitness of American citizens.	Resource Person: Doctor or Nurse.	
2. The student will be able to write a plan for 2 leisure time activities in the community of Milford and 3 for himself and family outside of Milford that will build a feeling of accomplishment, a competitive spirit, and healthy physically fit persons.	Each student discuss leisure time activities with his family. Plan a week's individual and family recreation program.		2. Set up recreational plan for self and family and how leisure time could be spent in at least 2 ways in the community of Milford at least two ways outside of community of Milford.
	Class write letter to local recreation committee. Get information about activities offered to people of all ages in community.		
	Find information and invite persons to classroom to tell about YMCA, YWCA, 4-H, Scouting and Campfire.	Resource Persons: Recreation committee chairman from: YMCA 4-H Campfire YWCA Boy Scouts	

TEACHER'S NAME Joan Sterns Grade Level 3 - 4

ELEMENT

Unit Title: Leisure Time

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Invite person from the Park and Game Commission to discuss proper behavior in public recreational areas. Discuss costs, upkeep, patroling. Discuss influence of radio, movies, television, spectator sports on leisure time. Make chart of current costs of familiar forms of recreation . Compare. Identify the conflict caused between students because of a recreational activity. Suggest, through role playing, solutions to prevention or correction of these problems: 1. Problems over rules 2. fair play 3. discussions on calls at bases. 4. extreme school loyalty. 5. racial conflict Develop ideas for leisure time activity for persons in a nursing home, hospital, or for shut-ins. Carry out these plans if possible.	From State Park and Game Commission Rex Amack Jim Woffard Contact nursing home, hospital, or shut-ins.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Students write a review of their personal recreational program, including how their choices make them physically healthier and mentally happier. Survey community to find safe places for children to play.		
3. The student will do research and find at least two kinds of activities in the state of Nebraska that would be of interest to him.	Choose a town within the state of Nebraska. Write to the Chamber of Commerce asking about recreational facilities in their area. Tape a short sequence about a particular area in Nebr., describing it for the rest of the class. Plan a summer vacation in Nebraska for the family. (Estimate cost). Find a place in Nebraska with historical prominence. Using various forms of media to report to class.	Any Nebraska resource material according to kinds of activities the student would like to investigate. PAMPHLETS--Own Files *Where the Fish Are *Outdoor Recreations for Nebraska *Time Out for Carp *1973 Nebr. Fishing Guide *There Are Things to do, Places to go in Lincoln *Outdoor Fun in the Salt Valley *Lincoln *A Visitors Guide to the Capital of NE, Lincoln *Nebraskaland camping Guide *Visit Fairview *Visit History in Nebraska *Nebr. Statehood Memorial	3. Plan a Nebraska vacation for the family using any material or media necessary. Tell where the family would choose to go, why, and two kinds of activities planned.

TEACHER'S NAME Joan Sterns

Grade Level 3 - 4

ELEMENT

Unit Title: Leisure Time

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Discuss new pastime of camping. Invite parents or friends to talk to class about advantages and problems of camping. On an outline map of Nebraska locate at least three lakes in the state. List recreational activities available at each. Make a list of state and national parks in Nebraska. Add to outline map of Nebraska.	Contact persons for visit to class to discuss camping.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Name: Joan Sterns

Unit: Leisure Time

OBJ.	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1		Have class discussion to define term recreation and its importance Invite person who has weight problem or had heart attack to talk with class. Each child interview worker in an occupation to find out what worker does for recreation.		Make chart showing ways people of different groups and age levels spend leisure time. Make a picture chart that illustrates the equipment of past and contrast these with present equipment.			Have doctor or nurse identify state of physical fitness of American citizens.	Identify & work on skills of a physical fitness program.	Make bulletin board "When Workers Aren't Working" Illustrate the kind of leisure time activities.	

Name: Joan Sterns

OBJ.	MATH	LANG. ARTS	SCIENCE	SOC. STUDY	[illegible]	MUSIC	[illegible]	[illegible]	[illegible]	[illegible]
2	Make a chart of current costs of familiar forms of recreation. Compare	Class write letters to local recreation committee. Get information about activities offered to people of all ages in community. Find information and invite persons to class to tell about YMCA, YWCA, 4-H, Scouting, Camp-fire Students write a review of their personal recreational program including how their choices make them physically healthier & mentally happier.	Survey community to find safe places for children to play.	Each student discuss leisure time activities with family. Plan a week's individual and family recreational program Discuss influence of radio, movies, TV, spectator sports, on leisure time. Develop ideas for leisure time activity for persons in a nursing home, hospital, or for shut-in. Carry out plans if possible.	Invite person from the park and game commission to discuss proper behavior in public recreational area. Discuss: costs, upkeep, patroling. Identify the conflict caused between students because of a recreational activity. Suggest through role playing solutions to prevent or correct 4 of these problems: 1. problems over rules 2. fair play 3. discussion on calls at bases 4. extreme school loyalty 5. racial conflicts.					

Unit: Leisure Time

Grade	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	COMBINED	MUSIC	HAND. SKILLS	PHYS. ED.	ART	LIBRARY
3		Choose town in Nebr. Write to Chamber of Commerce asking about recreational facilities in their area.		Tape a short sequence about a particular area in Nebr. describing it for the rest of the class.	Discuss new pastime of camping. Invite parents or friends to talk to class about advantages and problems of camping.					
	(MATH AND SOCIAL STUDIES) Plan a summer vacation in Nebraska for the family. Estimate cost.				(LANGUAGE ART & SOCIAL STUDIES) Find a place in Nebraska with historical prominence. Using various forms of media report to class.					
				On outline map of NE. locate at least three lakes in the state. List recreational activity available at each.						
				Make a list of state and national parks in NE. Add to outline map of Nebraska.						

TEACHER'S NAME Mary Kinsey

Grade Level 3 - 4

ELEMENT: Educational Awareness, Career Awareness, Economic Awareness, Decision Making, Beginning Competency

Unit Title: Environment (Environment Resource Control)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After finishing a unit on Environmental Resource Control the child will relate his comprehension by explaining why at least 3 of 4 of our natural resources are becoming scarce.	1. Cut out and bring to class articles from the newspaper on gas shortage and other natural resource depletion. 2. Given a picture showing bad resource control the children will do a creative writing story. 3. Present transparencies on the overhead of good natural resources and compare with bad aspects of same resources. 4. The children will present time lines on natural resource availability now as compared to previous years.	FILMS: "Adapting to Changes in Nature", (U of N, $3.50, C 10 min.) "The Great Adventure" (U of N, $7.50, B 75 min.) "How Nature Protects Animals" 2nd edition, (U of N, #3.50, C 11 min.) "Realm of the Wild" (U of N, $2.00, C 28 min.) "Conservation and Our Forests" (U of N, $4.50, C 15 min.) "Conservation for Beginners" (U of N, $3.50, C 11 min.) "Conservation Waterfall" (U of N, $3.50, C)	1. The child will explain verbally about at least 3 of 4 of our natural resources which are becoming scarce.
2. After the student has studied the unit on Environmental Resource Control he will be able to apply his knowledge by listing at least 3 solutions or steps that should be taken to prevent depletion of our natural resources.	5. Break into small groups and brainstorm on solutions to natural resource problems (may get information from library or newspaper articles brought in activity #1. 6. Field trip to Chet Ager Nature Center in Lincoln. 7. Take pictures (slides) at nature center & make a tape	Materials: 1. overhead projector and transparencies. 2. Cameras and film to take pictures at nature center. 3. The United States From Where I Stand, #86165, What It's Made of and How It's Used (Natural Resources) Denoyer-Geppert Co. 5235 Ravens Wood Avenue Chicago, Ill. 60640	2. The child will list at least 3 solutions or steps that should be taken to prevent depletion of our natural resources.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		4, Junior Occupational Briefs #5-2205 Science Research Associates, Inc.	
3. After completing a unit on Environmental Resource control the student will be able to apply his knowledge by listing at least 6 jobs in this area.	1. Vocabulary booklet describing jobs and difficult words (ie. environment) 2. Speakers that are available: biologist (U of N) game warden nursery man fire fighter--forest ranger 3. Write thank yous to speakers. 4. Bingo cards with jobs in this area on cards. 5. Have children research jobs in the library and the tape reports on them to be listened to by the rest of the class in small groups. 6. Watch video tapes after speakers have been there and list qualifications mentioned also listen to tapes for the same information.	5. Materials for booklets 6. Video tape speakers 7. tape and tape recorder. 8. cards to make Bingo game. 9. Speakers 10. Magazine: "Man--An Endangered Species", US Dept. of the Interior Conservation Yearbook #4 11. Magazine The Third Wave, US Dept. of Interior Conservation Yearbook #3.	3. The student will list at least 5 of 6 jobs in the area of environmental resource.
4. At the conclusion of the Environmental Resource control unit the child should be able to apply his knowledge by relating			4, The child will be able to verbally describe 3 of 5 given jobs in the environmental Resource Unit.

TEACHER'S NAME Mary Kinsey Grade Level 3 - 4

ELEMENT

Unit Title: Environment (Environment Resource Control)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Job qualifications for 3 of 5 given jobs in this area. To be taught by music teacher: After learning the songs related to environment and resource control the students will have better knowledge of the controls by being able to sing three songs correctly.	Discuss meaning of the words of each song. Learn to sing songs with meaning and feeling.	12. Concepts of Conservation The Conservation Foundation 1250 Conneticut Avenue Washington, DC 20036 This Is Music, Book 3, Allyn and Bacon "Land of the Silver Brich", p. 24 "America The Beautiful", p. 162 Discovering Music Together, Book 4, Follett "Roll On, Columbia", pp. 14, 15.	Students can sing songs correctly.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS ED.	ART	LIBRARIAN
fer to #1		creative writing after looking at a picture showing bad resource control.		time lines on natural resource availability as compared to previous years. transparencies on overhead comparing good natural resources with bad aspects of same			USING newspaper cut out articles on depletion of natural resources			
#1										
#2 #3		make a taped narration to accompany slides.	field trip to Chet Ager Nature Center, Lincoln. take pictures.	brainstorming on solutions to natural resource depletion			take pictures at nature center use tape recorder for narration			
1,3 ✓ #4		vocabulary booklet describing jobs and difficult words. speakers write thank you notes to speakers		speakers			video tape speakers tape record information about job qualifications received from researching in library			children research jobs in the library.
X		Bingo cards with occupations on them.								

TEACHER'S NAME Celia Hoffman Grade Level 3 - 4

ELEMENT

Unit Title: Recreation and Hospitality--Travel Agent, Public Relations Worker, Sightseeing Guide (Leisure time)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of this unit the fourth grade students will be able to list five tasks of the public relations Worker.	View and discuss film: "The Company and the Community", from AV Quick List) Divide the class into groups and read the occupational brief (SRA) "Public Relations Worker" (*Somewhat revised) Invite a speaker representing the Public Relations Worker to sketch job responsibilities Have some questions ready before to follow up talk. Write thank you notes to the speaker. Discuss some areas in the community and school that may need some aid of a Public Relations Worker. Divide the class into possible areas they would like to work with using topics: "Public Relations and the Elementary School" "Public Relations and the Community" "Public Relations and the High School" Public Relations and the Technical College" Others. . . .	FILM: "The Company and the Community", AV Quick List SRA Occupational Brief: #100 "Public Relations Worker" Resource speaker--Public Relations Worker.	1. For evaluation purposes, the student will be evaluated by preparing organizing and presenting a 5-8 minute skit relating to the responsibilities of the Public Relations Worker. Five tasks must be the minimum number in each skit presented.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Write letters to Mayor Kapke, Technical College, Mr. Sims, Mr. Hall, Mr. Huss, and teachers asking for suggestions for areas in which a Public Relations Worker may be needed. Construct posters depicting an area of concern in the school or community. With permission, some of these posters may be posted downtown or in the school. Using the poster and other information, each group will present a 5-8 minute skit on the role of the Public Relations Worker.		
2. At the conclusion of the lesson, the fourth grade students will be able to list four tasks the travel agent must perform and have an understanding and appreciation of the sightseeing guides responsibilities.	Divide the class into several groups and read the two occupational briefs (SRA) concerning the travel agent and the sightseeing Guide. (The articles will have to be revised somewhat to a 3-4 grade level). Discuss.	SRA Occupational Briefs, #77, (Revised) SRA--Job_ "Finding Out About Travel Agents", and "The Sightseeing Guide".	2. The students will be evaluated by means of observation and discussion among groups and the teacher. For a follow up, the students will write a creative story entitled "My Day as a Travel AGent", or "My Day as a Sightseeing Guide". They will need to include at least four tasks relat[illegible] each occupation.

TEACHER'S NAME Celia Hoffman Grade Level 3 - 4

ELEMENT

Unit Title: Travel Agent, Public Relations Worker, Sightseeing Guide

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Plan a field trip to a travel agency. (Request also a tour guide) (The closest location will be Lincoln). Write thank you notes to the travel agency. Write a story about "My Day as a Travel Agent" or "My Day as a Sightseeing Guide". 30-45 minutes for this activity. (OPTIONAL) FIlm: "Careers in Transportation" 12 CS (006085) View and Discuss.	Resource persons (Field trip) Travel Agent Tour Guide Director FILM: 12 CS (006085) "Careers in Transportation and Communications".	
3. Each fourth grade student will be able to orally identify and plan one area of the United States for visitation and sightseeing upon completion of this unit.	A presentation of pictures, pamphlets, and some filmstrips by the teacher to acquaint the students with possible areas in which they might like to work. ie., Niagara Falls, New York City, Colorado, Iowa, Washington D.C., Disneyland, others relevant to their travel experiences.	Personal resources: slides, pictures, pamphlets, filmstrips (available in library)	3. Each student will give an oral presentation for an area selected in the United States.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Contract for an area of the United States which would be most interesting to each student. Using sources (posters, "Holiday Magazine", Travel Agency, Sightseeing Tour Agencies, "National Geographic Magazine", etc.) each student will prepare a 3-5 minute talk on one specific area of the U.S. Information can be obtained by writing letters to different listed addresses.	(High School Library) Holiday Magazine National Geographic Magazine Brochures, posters, pamphlets, obtained from Travel Agencies, and sightseeing tour agencies.	
4. By the end of this unit, each student in fourth grade will be able to organize and develop an outline as far as main topics, sub topics and the basic rules of outlining. They will organize and prepare the materials in Objective #3, and prepare an oral discussion.	The students will be presented with the basic rules of outlining. By step process, they will organize their materials into outline form. Each student will make a poster relating to his chosen subject of travel. Using his poster and outline, each student will give a presentation of his contracted area of travel, U.S.A.	Language Textbook, Language for Daily Use, pp. 165-172.	4. Each student will prepare and construct an outline to present with their oral reports of travel, U.S.A.

Name: Celia Hoffman

Unit: Recreation and Hospitality

OBJ.	MATH	LANG. ARTS	SCIENCE	SOC. STUD.				ART	
1		Write thank you notes. Write letters to Mr. Huss, Mr. Sims, Mayor Kapke, Tech. College, (also used for S.S.) 5-8 minute presentation on areas needing a working public relations person. (also used for S.S.)		Interest groups to work with community and school problems.	FILM: The Company and the Community. Discuss Occupational Brief #100 "Public Relations Worker" Speaker-- Public Relations Worker.			Make posters of areas needing working Public Relations.	
2		Write thank you notes to Travel Agency. Write a story entitled "My Day as a Travel Agent" or "My Day as a Sight-seeing Guide"			Read Occupational Briefs SRA #77 and Jobs (SRA) Field trip to travel agency in Lincoln. OPTIONAL: Film, 12Cs (006085) Careers in Transportation.				

Name:

Unit:

OBJ.	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARY
3		Writing letters to different travel agencies and magazine companies.		Contract an area of most interest.	Presentation of different areas of US by teacher.					Presentation of different areas in US. Sources available to prepare 3-5 minute talk on area.
4		Basic rules of outlining Language textbook. Presentation of area chosen. Role playing as Travel Agent or sight-seeing Guide (also for S.S.)							Make a poster relating to area of US.	

Teacher's Name Mary Kinsey, Bonnie Smith

Grade Level 3

Concept:
1. All persons have dignity and worth
2. Individuals differ in interests, abilities, attitudes
3. Honesty, dependability, generosity, decision making

World of Work
1. Wide variety of occupations
2. Introduce various occupations
3. Occupations exist for a purpose

Career Oriented
1. Supply-demand of occupations
2. Job characteristics and individuals must be flexible in a changing society
3. Education and work are interrelated.

Subconcept: Soil conservation

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Through individualized work in a booklet, the children will be able to construct a relief map showing different soil conservation practices.	1. Booklet--completed by each child 2. Field trip to a farm where conservation practices are employed. 3. (ART) Make drawings showing different practices. 4. (SCI) Test soil from their yards and gardens. 5. Film on Arbor Day, discussion. 6. (Spelling) Crossword puzzle over terminology. 7. (Lang.) Write a letter to Extension Service at U of N. College of Ag. for brochures. 8. (Art-Math) Make as a group dough for use in making relief map. 9. Using a hose spray water on dirt playground to show how topsoil is washed away and compare to that done on grassy sections.	1. Brochures EC-63-139 through EC-63-155 from U of N College of ag. 2. Own file, pamphlet #7, 24 3. Conservation--vertical file elementary library, pamphlet & Soil Means Life 4. Film: Soil Conservation District, 16 mm sound 14½ min. Keystone Steel, Wire Vernard Film, Dist. Service 5. Free Film; Adventure of Jr. Raindrop, 16mm Sound 8 min. 6. From the Ground Up, 16mm Sound 13 min., Soil Conservation Service. 7. Return to Eden, 16mm, 17 min. Allis Chalmers Man. Co., free film 8. Service Unit--book: Guide to Conservation & Resource. 9. Service Unit--3M conservation Set #1, The Land that supports us Set #2 Our Soil Resources	1. In groups of four be able to design and demonstrate by example a relief map employing several conservation methods.

1. What is topsoil?

2. What was the depth of the topsoil in the 1700s?

3. What is it now?

4. How long does it take to make an inch of topsoil?

5. What is humus?

6. What is loam?

What Causes Soil Erosion?

EC 63-139

1. What is erosion?

2. Name some practices that cause soil erosion.

3. Do you know of any soil erosion taking place in your neighborhood?

4. What do you think is causing this erosion?

5. Are the people in your neighborhood aware of the erosion problem?

6. What can you do to make them aware of erosion?

Kinds of Erosion
EC 63-140

1. What is wind erosion?

2. Do you know of any wind erosion in your neighborhood?

3. What is gully erosion?

4. What is sheet erosion?

5. What is rill erosion?

What Causes Gullies?
EC 63-141

1. What is a gully?

2. How do gullies grow?

3. Do you know of any gullies in your vicinity?

4. What do you think caused them?

How Can Gullies be Controlled?
EC 63-142

1. Name several ways gullies can be controlled.

2. Have you seen a gully control structure? If so, describe it.

What is a Terrace?
EC 63-143

1. What is a terrace?

2. What is the purpose of a terrace?

3. Have you observed any terraces?

   Where?

4. How are terraces built?

What is Wind Strip Cropping?
EC 63-145

1. What is wind strip cropping?

2. What is the purpose of wind strip cropping?

3. Make a sketch of wind strip cropping plan. Show the different crops in each strip.

Conservation Practices in Eastern Nebraska
EC 63-147

1. What is conservation?

2. Name some conservation practices in eastern Nebraska.

3. Describe the usefulness of any two of these practices.

A. (Name of Practice)

B. (Name of Practice)

Conservation Practices in Western Nebraska
EC 63-148

1. What are some conservation practices used in western Nebraska?

2. Describe the value of any two of these practices.

A. (Name of Practice)

B. (Name of Practice)

Conservation Practices in the Sandhills
EC 63-149

1. What are some conservation practices used in the Sandhills?

2. Describe the value of any two of these practices.

A. (Name of Practice)

B. (Name of Practice)

Shelterbelts
EC 63-150

1. What is a shelterbelt?

2. What are the purposes of a shelterbelt?

Grass in Soil Conservation
EC 63-152

1. How is grass used in soil conservation?

2. Why is grass important in soil conservation?

3. Name some of the grasses found in your part of Nebraska.

Stubble Mulch
EC 63-153

1. What is stubble mulch farming?

2. What is the purpose of stubble mulch farming?

3. What machinery is used for stubble mulch farming?

What is a Conservation Cropping System?
EC 63-154

1. Define a conservation cropping system.

2. What is the value of a conservation cropping system?

3. What are some practices used in a conservation cropping system?

Bench Leveling
IC 63-155

1. Define contour bench leveling.

2. What is the purpose of contour bench leveling?

3. How is contour bench leveling done?

1. How has irrigation helped in conserving our soil?

2. What is fertilization?

3. Are these practices used in your community?

Who Helps Nebraska Farmers and Ranchers With Soil Conservation?
EC 63-151

1. What does a County Extension Agent do?

2. Who is the agent in your county?

3. Where is his office?

4. What organization does he represent?

5. Who is the Work Unit Conservationist in your county?

6. Where is his office?

7. What organization does he represent?

8. What is the job of the Soil Conservation Service?

9. What services does a Soil Scientist provide?

10. What is agronomy and how does it relate to soil conservation?

11. What is an agronomist?

12. What organizations might you join that studies and practices conservation techniques?

13. Where might you find new conservation methods tested?

Teacher's Name Mary Kinsey Grade Level 3-4 Page 1

Concept:
1. All persons have dignity and worth
2. Individuals differ in interests, abilities, attitudes
3. Wide variety of occupations
4. Introduce various occupations
5. Occupations exist for a purpose
6. People can perform in a variety of jobs well
7. Education and work are interrelated

Subconcept: Land Transportation

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To be able to identify the development, changes and uses of given modes of land transportation in the state of Nebraska a. Trains 1. To be able to describe the development of the railroad. 2. To be able to identify changes that have occured in rail service. 3. To be able to describe reasons people use this means of land transportation. 4. To be able to relate occupations to the train industry.	1. Language: Research in the library to find information on the building of the UPRR 2. (Art)Build a train from match boxes and spools. 3. See model train display at my house. 4. Plan a trip by train (make believe) Arrange chairs in train fashion--have a conductor, engineer, etc., buy tickets. 5. See film on trains 6. Show pictures of trains past and present 7. Develop spelling list of words related to trains: conductor switchman engineer depot caboose roundhouse engine track ticket ties freight passenger station 8. Using spelling list make a crossword puzzle. 9. Display different cars of trains from past--present, ie. flatbed, coal cars, tinders, refrigerator, and	1. "Big Trains Rolling"--25 min. color (Educational film) $2.00 2. match boxes, spools, tempra paint. 3. pictures attained from UPRR and Alco Industries 4. Freight Trains Today, AIMS color, 11 min. (film) 5. Transportation long ago, Allington Corp. (Career Ed. material. 6. Race to the Golden Spike Paul Iselin Wellman, Houghton-Mifflin, 1961 7. Trains, John Day, Grosset and Dunlap, 1970 8. The Modern Wonder Book of Trains, Railroading, Norman Carlisle (John Winston Co.) 9. More about Nebraska, p. 37	1. To be able to describe orally or through the use of pictures the development of the railroad. 2. To be able to list changes that have occured in the rail services and various train cars that have developed as a result. 3. To be able to list at least five uses of the rail system. 4. To be able to list or verbally relate at least five occupations related to railroading.

Subconcept: Land Transportation

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	their various uses. 10. As a class suggest occupations related to trains--divide into groups and research several, reporting back to the class.	10. Service Unit--filmstrip & casette--"Railroad in Transportation" 11. Service Unit--charts, Land transportation--1601 Set C 12. Service Unit--Instruct o training--1410-22 13. "Big Tim", 16mm, 10 min. Free film, The Timken Roller Bearing Co. 14. Classroom (Railroad) quiz No. 1, 16mm, 11 min., free films, Illinois Central Railroad 15. Classroom (Railroad) Quiz #2, Illinois Central Railroad free films.	
1b. Automobiles 1. To be able to identify many people needed to manufacture and maintain automobiles. 2. To be able to point to safety measures and devices that are needed in regard to automobiles. 3. To be able to explain a solution to problems caused by automobiles.	1. Hot wheels races--winner getting a model car 2. (art)Design a car (past or present model). 3. Construct a time line--displaying past and present. 4. Trace assembly of a car. 5. (language)Write to an assembly plant. 6. Visit a gas station 7. Find ads for tires (different grades of tires) 8. Role play discovery of rubber, gathering it, selling tires, etc.	1. The Automobile Story--Leaflet from General Motors. 2. Bulletin Board Kit from Automobile Manufacturing Association. 3. Automobiles Past and Present 4. The True Book of Automobiles, Norman Carlisle 5. I Know a Garage Man, Barbara Williams.	1. To be able to list at least five occupations needed to manufacture and maintain autos. 2. To be able to list or draw or verbally relate at least five safety devices on cars. 3. To be able to present some of their (the children's) solutions to problems caused by automobiles verbally to the class.

Subconcept: Land transportation

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	9. Interview auto mechanic find qualifications for his job. 10. Write to race car drivers; discover safety requirements. 11. Interview state patrolman: safety requirements, reasons for accidents (14th & Burnham, Lincoln, Nebraska) 12. List safety equipment on cars, features that contribute to accidents, safety equipment that could be added. 13. Collect pictures of different cars and construct collages or mobiles. 14. Find pictures of traffic signs; make a game using traffic sign symbols. 15. Act out what traffic sign means--charades.	6. Automania 2000, McGraw Hill, Color, 10 min., cartoon 7. A Car is Born, Ford Motor Company 8. Vertical file, elementary library (charts on history of road and land transportation) 9. Service Unit (film strip & casette) transportation: Wheel Amer colonies, roads, bridges, tunnels, modern land transportation 10. Service Unit, charts Eyegate 1601 Set C 11. Instructo sets--Service Unit cars & trucks #1410-22 12. Speakers: Gas station attendant/owner, auto mechanic, state patrolman, car dealer/salesman	
1c. Intra-City transportation 1. to be able to identify given modes of intra-city transportation: a. bus h. walking b. taxi c. fire engines d. motorcycle e. ambulance f. police vehicles g. bicycle	1. Find, draw or paint picture of 8 intra-city vehicles. a. make pictures into a notebook--leaving a page to write facts learned about each. b. Hand out of a person--the child is to draw his clothes to fit the job--this will be included in the notebook.	1. Service Unit--film & casette a. foot b. wheel in transportation c. modern land transportation 2. Service Unit--Land transportation, 10 charts, Eyegate 1601 Set C 3. Service Unit--Instructo-	1. To be able to list 8 modes of intra-city transportation. 2. To be able to match pictures of people in uniform to the picture of intra-city transportation it relates to. 3. To be able to state verbally at least 3 uses for each given mode of intra-city transportation.

Subconcept Land transportation

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		a. cars & trucks 1410-21 b. simple 1410-25	
	d. Several blank pages may be left at the back to write in new words learned 2. See films 3. Read books 4. Role Play a. taxi cab driver bus driver 5. Charades--guess role being acted out. 6. Write ads stressing bus, taxi, motorcycle, and bicycle transportation. 7. Interview each other pretending they are one of the vehicle drivers--record on tape and replay for the class.	4. Vertical file--elementary library, transportation chart History of Land Transportation. 5. Tape recorder.	
1D. Trucking transportation 1. To be able to describe the development of the trucking industry. 2. To be able to identify changes that have occured in trucking.	1. Find pictures of different kinds of trucks and display on a bulletin board. 2. Make captions for the pictures on the bulletin board briefly describing their function.	1. The following pamphlets and pictures from : American Trucking Association (free) a. If you've Got it, a Truck Brought it. b. Practical Driving Tips c. Truck Driver's Dictionary & Glossary of Trucking terms.	1. To be able to draw pictures showing the development of the trucking industry. 2. To be able to list at least five changes that have occured in trucking. 3. To be able to relate verbally or list at least five reasons people use trucking transportation.
3. To be able to describe reasons people use trucking transportation.	3. Through the use of films books, pictures, as a class discuss changes in trucking,	d. Truck photos for schools e. Trucks and Things You'll	4. To be able to pick out at least five pictures of occupations related to trucking

Subconcept: Land transportation

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. To be able to relate occupations to the trucking industry.	and their causes (i.e. refrigerated trucks) 4. Pretending they are a truck deiver write a story describing their truck, their goods they're hauling, their destination. 5. Group discussion on various jobs related to trucking--list and then, add as the unit continues--try to relate to any occupations their fathers may do. 6. Role play the duties of a truck driver. 7. Crossword puzzle containing terms from pamphlets--truck drivers glossary. 8. Write to a trucking firm requesting mileage cost of transporting goods--work into math problems.	want to know about them. f. Wheels for America's Progress g. Is your Future in the Trucking Industry? h. The Truck Driver--poster, 13" x 15½". 2. Bulletin Board Kit from Automobile Manufacturing Association. 3. Free film--The Truck Driver American Trucking Association, Inc., 16 min. 4. Speaker--truck driver 5. Magazines, Newspapers	from a mass of occupations. Accumulative Evaluation To be able to match the following: super highway motorcycle railroads freight stations highways radar city caboose cars trucks toll houses rails bicycle

Teacher's Name Mary Kinsey Grade Level 3-4 Page 6

Concept:

Subconcept: Telegraph (Communications)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To be able to trace the development of the telegraph. 2. To be able to explain the operation of the telegraph. 3. To be able to recognize the uses of a telegraph. 4. To be able to relate occupations to the telegraph.	1. Divide the class into five groups and do the following activities: a. put up a bulletin board b. report on the inventor using an opaque projector and produce a picture of him. c. Explain the Morse Code how and why it began and its purpose today. d. find out duties of a telegraph operator, and the other jobs associated with the telegraph. e. Find out how to send and read a telegraph. 2. As a class: (Lang.) write letters to the Lincoln Telephone and Telegraph asking about telegraph operation in our area, etc. Study the composition of a telegraph (I will send one to the class) (Art & Science) I will provide a worksheet or they may draw a telegraph and together we will label the parts. (Science) In small groups design their telegraph and make up a code of their own or use Morse Code.	1. Lincoln Telephone & Telegraph. 2. World Book Encyclopedia 3. Materials for telegraph: wood, iron nails, aluminum nail, metal thumbtacks, T-shaped piece of tin, metal (thin strip), #6 battery. 4. Out of Old Nebraska--State of Nebr., Dept. of Education.	1. To be able to verbally relate the development of the telegraph. 2. To be able to explain the operation of a telegraph by demonstrating how a model works. 3. To be able to list at least five uses of the telegraph. 4. To be able to state or list three occupations related to the telegraph.

Subconcept: Telegraph (Communications)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	(Social Studies) In group discussion with the aid of pictures, discuss various occupations and their related duties to the telegraph. (Spelling) keep a list of new terms and use for a spelling test: (examples) telegraph Samuel Morris Morris code Inventor		

Subconcept: Agri-Business: To help children identify the livestock area of agri-business and its relationship to the business world

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To be able to identify the following farm animals and the products they produce. a. cattle b. sheep c. hogs d. horses e. goats e. Poultry 1. chicken 2. ducks 3. geese 4. turkey 5. guinea	1. Introduce pictures to the children of all farm animals and pictures of products of each animal. 2. Take a field trip to a farm and see "live" animals. 3. Make up riddles about each animal and their products. 4. Make ice cream and butter.	1. When the Cows Got Out, picture series. Life on a Dairy Farm, Film strip & guide record. God's Own Cow Country, Free 17 min. film from Sandhills Cattle Association, Valentine, Nebr. Vertical File, Elementary library a. farm products b. dairying c. food Promoting Lamb & wool, 16mm, 17 min--narrator Lorene Greene Sterling Movies (free) The story of the Breeds, 16mm, 25 min., free--Texaco (Beef & dairy cattle, sheep and hogs) Various pamphlets from County Agent: 1. Booklet #11, Extension Service U. of Nebr. 2. Booklet #12, " " " " " 3. Booklet #14, " " " " " 4. Booklet #15, " " " " " 5. Booklet #16, " " " " " 6. Booklet #22, " " " " " 7. Booklet #23, " " " " " Ice Cream is good, Lois Lenski	1. Use the game idea of Concentration to match up the animals with their products.
2. To be able to describe the following occupations related to agri-business and livestock: a. livestock buyer b. veterinarian c. meat cutter	1. Bring in speakers of each occupation listed in the objective. It would be preferable that they be parents of the children involved if at all possible.	County Agent, 16mm film, 27 min., Texaco Inc., free "Dynamic Careers Through Ag." 16 mm, 28 min., Farm film Foundation, free films	1. Given pictures of, or an oral description, the child should be able to identify orally or written each occupation.

Subconcept Agri-business

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. hatchery owner e. auctioneer f. farmer g. county extension agent	2. Play a guessing game--"Who is Here?" A picture of a worker being studied is placed under a box. One child peeks to see who it is and then pantomines to the others and they guess "Who is Here".	Booklets: #11 Extension Service, U of N. #12 " " " " #13 " " " " #14 " " " " Speakers: Livestock buyer Veterinarian Meat Cutter County Extension Agent Vertical file, Elementary, Dairying	
3. To be able to describe the production process as stated below: a. breeding c. feeding b. raising d. management	1. The children could work together to build a model of a farm and follow through with the four aspects of the production process. 2. Posters could be made showing the steps of production.	Booklets #11, 14, 12, 15, 16, 22, & 23, from Extension Service, University of Nebraska	1. The child should be able to relate verbally or through a drawing the production process.
4. To be able to describe the following processing methods used in the livestock area of agri-business: a. food b. fiber c. by-products	1. Through the use of films, pictures, books and perhaps a field trip (textile factory) view the processing methods. 2. The children can make collages combining the three methods.	"From Cow to Carton"--16mm 20 min. Modern Talking Picture Service, free films "Clothes From Head to Toe" from Ranch Meat to Table, Walker Buehr Booklets: #11, 12, 14, 22, 23, from Extension Service, U of Nebraska Encyclopedias for research Old magazines for pictures to design collages.	1. Each child should be able to list the three processing methods and describe each.

Subconcept: Agri-Business

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. To be able to list the following means of distribution of livestock products: a. cooperatives b. farm organizations c. commission buyers d. packaging e. storage f. Transportation 1. semi trucks a. cattle, etc. b. refrigerated 2. trains a. refrigerated cars	1. Take a field trip to the Omaha stock yards. 2. Visit a livestock action ring and upon arriving back at school furnish milk or some product of cattle. 3. Make a scrap book gathering pictures or make drawings of the six areas. 4. Divide the children into six groups, each studying one area and reporting back to the other groups.	1. Library facilities for children to work in groups finding information of the six means of distribution. Speakers: truck driver commission buyer Booklet #28, Extension Service U of N	1. Each child should be able to list the 6 areas of distribution and a sentence or two about each.
7. To be able to identify support given and regulations required to be met by farmers in their business transactions. a. inspection & regulatory 1. federal 2. state 3. local b. government programs 1. finance 2. acreage and production controls.	1. Children can divide into agencies and make up regulations they think should be met by farmers. 2. Introduce the current regulations that are imposed upon farmers and how they compare to the children's!	1. Booklets #15, 26, 27, 28, Extension Service, U of N Write to the State Dept. of Agriculture for information on regulations.	1. Children should be able to list at least 5 regulations 2. Children should be able to list at least 2 agencies who lend support to the livestock industry.
8. To be able to gather information on research that has been done through experimentation in animal production.	1. Each child should draw a picture relating himself to the livestock area of agri-business.		1. An evaluation would be made by the teacher in observing the results of activity #1.

Teacher's Name Mary Kinsey Grade Level 3-4 Page 11

Subconcept: Agri-business

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
9. To be able to have the children verbally relate himself and his ideas to the livestock area of agri-business.	1. Using library books, filmstrips, etc., the children will gather information as a group on research that has been done in livestock production.	1. Portrait of Modern Egg Laying Research, 15 min., Farm Film Foundation, Free Films. 2. Agriculture Research and You, 16mm, 28 min., Farm Film Foundation. Write to an experiment farm for information Booklet #11, Extension Service, U of N	

Teacher's Name Elaine Johnson Grade Level 3-4 Page 1

Concept:
1. All persons have dignity and worth
2. Individuals differ in interests, abilities, attitudes
3. Social fulfillment
4. Honesty, dependability, generosity, decision making
5. Wide variety of occupations
6. Introduce various occupations
7. Occupations exist for a purpose
8. Individuals are responsible for career planning
9. Job characteristics and individuals must be flexible in a changing society

Subconcept: Environmental Control (Conservation of Water)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The child should be able to infer the importance of water.	1. Grow two plants from seeds using appropriate light, water and soil. When both have grown for 5 days, stop watering one and compare the two day by day. 2. Have the children make a diary of "A Day's Use of Water". Begin when he gets up and conclude when he goes to bed. (List all of the things he did with water.) 3. Show the films. Discuss the uses and importance of water and list other uses the children can think of. 4. Have the children write a story "We Have No Water". They should include what things would change and what might eventually happen.	1. Bean seeds, soil, water, pots "How Water Helps Us", 11 min., p-1, color, Coronet "Water We Drink", 11 min., b & w, P-I, Coronet 4	1. The child should be able to list ten activities where water is needed. 2. The child should be able to write five things that would change and then write what would happen to all living things eventually if the water supply was stopped.
2. To be able to explain the water cycle in reference to our own natural resource district.	1. Set a pan of water out in the room. Have the children check and record the depth each day on a record sheet. Each child should explain on the sheet what happened. Introduce evaporation.	1. Pan with 5 inches of water, ruler	1. Given a map of their natural resource district the child should be able to draw the water cycle on it and explain orally or in writing what happened.

Subconcept: Environmental control (conservation of water)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	2. Get a background of a "water cycle" by telling a story on a flannel board of a rain drop and its journey in the water cycle.	2. Flannel board, flannel pieces	
	3. Have the children make a "water cycle" and show what happens to precipitation when it falls to the ground.		
	4. Pass out maps of your natural resource district. Tell the children this is a map of their natural resource district and see if they can figure out what natural resource district is by looking at the map. Ask them how many main rivers or creeks there are and where the smaller creeks go. From this they may be able to decide that a natural resource district is land from which water flows into a common creek, lake or river.	4. Individual maps of the natural resource district.	
	5. A person from the area's natural resource district could come and explain the natural resource district while the children followed along on their maps. The water cycle could be shown at this time in their natural resource district.	5. Person from the natural resource district.	

Subconcept: Environmental control (Conservation of water)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	6. A bulletin board of the natural resource district could be up during this unit. The children could add to it here by showing the water cycle with arrows and pictures. They could do the same on their maps.		
3. To be able to detect water pollution problems and then to create possible answers to these problems.	1. Watch two films for water problems such as pollution. List these problems. 2. After a heavy rain, fill one of three jars from a small stream that gets at least part of its water from cultivated fields. Find one stream where all the water comes from woodland and one where the water comes from good pasture or meadows. Look at them daily and take notes from what you see. 3. Visit a lake. Walk around it. Each child could have a record sheet to write down evidences of pollution. Take a sample of water from the lake and let it settle for a day. 4. A person from your own natural resource district could come to talk to you about the problems of	1. "Your Friend the Water (Clean or Dirty)", 6 min., color PI-EBF (film) "Water", 11 min., B&W, PIJ U.WF 3. Sample of water from a lake. 4. "The Wonder of Water" SCSA Cartoon Booklet Person from natural resource district.	3. The child should be able to list six problems of water pollution. Given a hypothetical problem talked about in the activities the child should be able to give possible solutions to it.

Subconcept: Environmental Control (conservation of water)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	water pollutants here and in other areas of Nebraska . 5. From a list of water pollution problems, teams of children could work out possible solutions. 6. Take several different articles such as detergents, chemical fertilizers, automobiles and washing machines and determine how they fit back into the environment. 1. does it become junk: 2. Does it break down quickly into the environment? 3. Discuss its effect on water. 7. Watch film. Discuss good and poor watershed management practices.	7. "Adventures of Jr. Raindrop" USDA	
4. To be able to identify people who help protect and manage our water supply.	1. A booklet could be made of people concerned with managing and protecting our water supply. A picture of each person on the job could be drawn with a paragraph about what each person does. 2. Earlier in the unit a person from the local natural resource district came to talk. He should give information on what he does to help protect and manage our water supply.	1. "Who Helps Nebraskans with Soil and Water Conservation?" Pamphlet from: Extension Service U. of Ne., College of Agriculture 2. Person from natural resource district	Given a crossword puzzle the child should be able to write the worker in the puzzle according to the clue which tells the task of the worker.

Subconcept: Environmental Control (Conservation of Water)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	You could review this and have the children put this person in the booklet. 3. Invite (to the classroom) a local governmental official responsible for water. Have appropriate questions ready to discover where the pure water for the community is secured, how it is treated, and the number of people it can service. Also the man could help the students discover the disposal of waste water. Ask what he does. 4. Find out from the watershed district, a farm in the area which follows different water conservation techniques that protect our water supply. Visit the farm and have the farmer explain the various practices and show some to the children. 5. The children could write letters to the following places to see how they would help protect and manage our water supply. They could meet in groups to write the letters and to decide what would be included. a. county extension agent b. worker on experimental farms at U of N Ag. College	3. Person responsible for local water supply. 4. Farmer following natural resource management. 5. Letters, stamps	

Subconcept: Environmental Control (Conservation of Water)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	c. Natural Resource District d. Any others 1. Game & Parks Commission After the letters are back, the children might role-play these jobs to the rest of the class in explaining what the person does.		

Teacher's Name Elaine Johnson Grade Level 3-4 Page 7

Concept:
1. All persons have dignity and worth
2. Individuals differ in interests, abilities, attitudes
3. Honesty, dependability, generosity, decision-making
4. Wide variety of occupations
5. Introduce various occupations
6. Occupations exist for a purpose
7. Career development requires continuous and sequential choices
8. Education and work are interrelated

Subconcept: Communication: Nebraska's Newspapers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To recognize the need for a newspaper in Pleasant Dale or Milford.	1. The children should discuss the importance of communication (why we need it, how it helps us, and what it would be like without our modern systems of communication). 2. The children should individually list different ways of communicating. Then a list could be made of the whole classes ideas. 3. The type of communication newspapers could be taken from the list in #2. (The children could discuss as they did in #1: Why we need it, How it helps us, and what it would be like without it). 4. Ask the children, "How many get the Milford paper?" Have these children bring some earlier dated copies to school. Group the children into committees. Let them look through the papers. Have them list things down th[illegible] be helpful or	1. "How to Read a Newspaper" (Filmstrip, Milford Elementary Library) 1. Milford newspapers	1. The child should be able to list or explain reasons of why people take the Milford paper.

Subconcept: Communication: Nebraska's Newspapers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	useful for certain people to know. Let them explain why people might need the paper. 5. Get the names of other people around the community who take the Milford paper. Develop a questionnaire for the children to take to them. This questionnaire would ask them for their reasons of taking the paper.	5. Questionnaire	
2. To identify the role of a small town Nebraska newspaper as compared to the role of a Nebraska city newspaper.	1. Compare newspapers from Lincoln with newspapers from Milford according to topics such as: Headline news, sports, advertising, editorial, women & home, comic strip, and classified ads. Do this in groups. Have the children note differences, similarities, and any lack of a topic.	1. Lincoln and Milford newspapers	1. Performance on each of the activities could be used in evaluating how the child understood this objective. (Special attention should be given to the panel in activity #4)
	2. Get the names of people in the community who take the Lincoln paper. The children could take the questionnaire given in Objective #1, Act. #5, to these people to have them fill it out. (This questionnaire would be developed to find out why people take the paper.)	2. Questionnaires	
	3. Another group of questionnaires could be given to people who take both the Milford and Lincoln paper.	3. Questionnaires	

Subconcept: Communications (Nebraska's newspapers)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	The children could find out why these people desired both papers. 4. A panel discussion could be given. One side might be the promoters of the Milford paper while the other side would be the promoters for the Lincoln paper. They would each try to sell their paper and would cover the role of their paper which would involve telling what needs their paper fulfilled.		
3. To be able to explain what communication needs the Nebraska newspapers fulfill.	1. The children could write to various newspapers in Nebraska requesting that they send a copy of their newspaper. In groups the children could compare these newspapers with Lincoln and Milford according to the topics of: Headline news; sports; advertisements; editorial; women and home; comic strip; and classified ads. Have the children note similarities, differences, and any lack of a topic. (Do several have similar areas of interest such as Agriculture?) 2. Use the newspapers on the worktable and find articles or pictures that are an	1. Letters, envelopes, stamps 2. Newspapers from all over Nebraska	1. Given a newspaper the children should be able to find examples of the following: an important meeting, a job for someone, television program, an important incident, an item about politics, an item of foreign news, an agricultural news item.

Subconcept: Communication (Nebraska's newspapers)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	example of each of the following kinds of messages. Cut the articles from them, mount them, label the kind of message they give us and post them on the bulletin board. Types of messages: an important meeting, a good cartoon, a job for someone, television program, the weather, an important incident, the headline, a lost and found item, an item about politics or a politician, an item of foreign news, something you would like to buy.		2. Work on Activity 1 would enable the teacher to see children's ability to compare newspapers and comprehend what's in each of them.
4. To be able to outline the steps in publishing a newspaper.	1. Take a field trip to a newspaper. The guide could explain various steps starting with the reporter. 2. After a discussion and a listing of steps, the children could dramatize the steps in publishing the newspaper by taking the roles of the different people who are involved. 3. Before the film, go over the steps involved in publishing the newspaper and have the children look for various things as this film may be somewhat advanced for third grade.	1. <u>This is a Newspaper</u>, by Lawrence H. Feigenbaum (from the Milford Elementary Library) 3. "Newspaper Story", (Obtained from the U of N, 17 minutes)	1. Given the steps in publishing a newspaper (which are out of order) the child should be able to put them in order.

Subconcept: Communication (Nebraska's newspapers)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. To identify workers at the various steps in publishing a newspaper.	1. After the field trip to the newspaper a mural could be drawn of the people involved in the different steps of publishing the newspaper. Going from right to left there would be a sequence from beginning to final step. (This is for Ojb. 4 too). 2. "Who Am I" riddle could be made by having the children state what the person does and seeing if the rest of the class can guess who the worker is. 3. Pictures of the people at the job could be taken and the children could try to match up the picture with the job they do. This could be done as a game involving 2-4 children. Teams could be set up and points given for right answers. 4. The game "Find the Mistake" could be played. (This would also use information from objective 4). Statements given by teachers are incorrect in some way. The children must find the mistakes and correct them. The class may be divided into teams and take turns finding the mistake. A point for each error found would be given.	1. Roll of paper 2. Camera, film, developed pictures	1. Given a list of publishing steps, and a list of workers, the child should be able to match the worker with the step he is involved in.

Subconcept: Communication (Nebraska's newspapers)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. To comprehend the history of the development of the Nebraska newspapers.	1. A person from the Nebraska Historical Society could come and talk to the children about the history of Nebraska's newspapers. Perhaps it would be possible to bring old papers or any other things from Nebraska's newspaper past. 2. It may be possible to have a person from the Lincoln newspaper come to talk to the class on the development of that paper. 3. Each child would have a time line to fill in. The class would do this together putting in important happenings of Nebraska's development of the newspaper. (Also Lincoln's development could be traced as it is the capital city's paper.)	1. Person from Nebraska Historical Society 2. Person from Lincoln newspaper 3. Individual time lines	1. The child will draw a picture of some place or event in the history of Nebraska's newspaper. A short paragraph about his picture would be included.

Concept:
1. All persons have dignity and worth
2. Introduce various occupations
3. Supply-Demand of Occupations
4. Honesty, dependability, generosity, decision making
5. Occupations exist for a purpose.
6. Job characteristics and individuals must be flexible in a changing society

Subconcept: Our City Government

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To recognize the services and workers provided by the town.	1. Ask the children if they know what "city government" is. Explain that we will find out what it is and what it does. Ask them if they know of any service it provides. (List any). Using prepared interview sheets, have the children ask businessmen and fathers to list the services provided by the town government that they are depending on. Chart all possible services of the community in a class folder. 2. Have the children interview the heads of the service departments listed in #1. Prepare a questionnaire which would ask how they were elected or assigned, what their duties are, and their salaries if any. The children would report back to the class with the questionnaire plus a picture of the person. A parent could go along and take a picture using a Polaroid camera. The information could be placed in the class folder.	1. Interview sheet class folder on "Our City Govt. 2. Questionnaire sheet, Polaroid camera, film, class folder	1. Have the children list the services the town provides and explain what each worker does in that service.

Subconcept: Our City Government

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	3. A bulletin board with the pictures of the men on one side and the services they head in a list on the other side could be made by the children. As a class they could match the man with the task.	3. Pictures of men from Activity #2 Yarn	
	4. Have any of the available service workers come to the class. If any equipment or tools are necessary for the job have him bring them along. He could explain his job to the children. (Example: Sanitation worker).	4. Service worker	
	5. Children could make riddles about the different services and the rest of the class would have to guess the type of worker who would take care of that job.		
2. To be able to recognize city officials and what their responsibilities are in the plan of city government.	1. To show the filmstrip concerned with the mayor and discuss his duties.	1. "What is a Mayor?" (Filmstrip from Milford Elementary Library)	1. Given a list of duties and a group of pictures with names of the city officials, the children should be able to match the person with the duty.
	2. The city's mayor could visit the class. The class could tell the mayor of their study on the services the town is responsible for. The mayor could then state what his duties are, how he is	2. Mayor of the town, class folder.	

Subconcept: Our City Government

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	elected, his salary, if any, and could include some of the work on problem areas with the council. These could be placed in the class folder. 3. A council member could also come (perhaps when the mayor did). He could explain the councilmen's duties, how they are elected and their salary if any. This information could be placed in the class folder. 4. Either the film or filmstrip could be shown concerning city government. It could be done while the mayor and councilman were there. They could state similarities and differences with our town. 5. Have a city election for mayor and councilmen according to how it is done in our town. These people could be sworn in. Applications could be made by other students for department service heads. The mayor and council members could then appoint the heads. Have a period of time to play the role of this official. Signs could be made for each department and problems could	3. Council member 4. "How We Govern Our Cities" (filmstrip from Milford Elem. library) or "What Our Town Does For Us" (Film from U of N)	

Subconcept: Our City Government

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	arise for the children to solve. City council meetings could meet to pass ordinances which would be rules for the schoolroom and playground.		
3. To be conscious of a need for regulations in our town.	1. The children previously developed some rules and regulations for the classroom and playground. The teacher could ask if there was any need for regulations or rules in our town. Discuss regard and disregard for laws. 2. The children could draw pictures of examples of people or symbols that demonstrate rules and regulations. (stop signs, disposing of litter properly, respecting rights of others.) 3. A study by the children could be started on whether our town had enough law enforcement. An interview could be made by a child. He could talk to a council member to find out what law enforcement we do have. The children could then work on a survey in our town with all of the people living there. They could go from house to house with a survey sheet	3. Survey sheet	1. Evaluation could be made during the activities, especially the survey

Subconcept: Our City Government

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	asking whether they felt the town had enough law enforcement and if they ever had a need for a policeman, and if the need was met satisfactorily. After tabulating and discussing the results, the children might view tneir opinions. They could give their findings to the council.		
4. To be able to detect the difference and infer reasons for the difference between our town's government and Lincoln's government.	1. A field trip to the City-County Building in Lincoln could be planned. A visit to the mayor's office and department heads could be arranged. The mayor or a councilman might state their duties, payment, and how they are elected. Some of the problems they deal with could also be discussed. The different departments could also state their responsibilities and the services they provide. 2. A discussion could be held about the Lincoln City government comparing our class folder about our city government with what they found at Lincoln. They could discuss why they thought there was a difference.		1. Given a list of services and responsibilities of various officials, the children would identify them as being in Lincoln "our town" or both.

Subconcept: Our City Government

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	2. A discussion could be held about the Lincoln City government comparing our class folder about our city government with what they found at Lincoln. They could discuss why they thought there was a difference.		
	3. Children's books concerning various services and responsibilities of city government could be read. The children could state whether they would be found in both places (our town and Lincoln) or just in one place, and which that would be.	3. About the People Who Run Our City (Milford Elementary Library) Town Meeting Means Me (Milford Elementary Library)	
	4. A game could be played about different regulations and services which town (Lincoln or our town) or both would provide the following services: Bicycle license, dog license, liquor license, street cleaners, sanitation workers, etc. The children could play this in a group of four. They would get a point for each correct answer. The service or regulation could be depicted on the front of a card. The child holding the card face up would state: "Lincoln and	4. Cards with various services on them.	

Subconcept: Our City Government

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	our town both have this, Lincoln has it, or our town has it." If he is right, he gets a point and keeps the card. If he is wrong, he puts the card at the bottom of the pile.		

TEACHER'S NAME Joan Sterns

Grade Level 3 - 4

ELEMENT: Self Awareness; Career Awareness; Decision Making; Beginning Competency; Employability Skills

Unit Title: Communication--Radio

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Given a list of events in the history of radio, the student will be able to place in correct order and write two reasons why radio is important to you and your family, at the end of this lesson.	1. (Work-study skills) Research to find the history of beginning of radio. 2. LANGUAGE ARTS: Show picture of 1920's of persons listening to radio with headsets. Have students write story of what they think is happening. 3. LANGUAGE ARTS: Make a chart showing the first uses made of the radio. 4. (Listening skills) Listen to tapes and/or records of early radio programs. 5. SCIENCE: Construct a simple radio set. 6. LANG. ARTS, S. STUDIES: Divide into groups. Each choose one type of radio program. Write scripts, commercials, etc., and present to another class. Could be taped and passed to other classes. Optional activity: Using a 1927 Sears Roebuck catalog, compare prices of radios then and now.	VERTICAL FILE: Radio and TV Broadcasting History ABC's of Radio and Television. Study Guide on Broadcasting. Radio U.S.A. Comptons Encyclopedia, #19, pp. 43-57. Encyclopedia of Science and Technology, #11. Encyclopedia Americana #23, pp. 121v-121x. Sears, Roebuck Catalog, 1927 Edition, Alan Mirken Record Album. "Jack Benny Golden Era of Radio" World Book Encyclopedia, #16, pp. 80-89. American Heritage, Aug. 1965. Time Capsule: 1940 pp. 188-194 1941 pp. 184-186 1942 176-178 1943 pp. 167-172 1944 pp. 219-222 1945 pp. 217-219 1950 pp. 179-183 1956 pp. 189-192	1. Given a list of events in t history of radio, be able to pu them in correct order. Write t reasons why radio is important to you and your family.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. At the end of this lesson the student will be able to write a story telling about the kinds of services provided by radio and its necessity to our lives.	SOCIAL STUDIES: Resource person from radio station to relate some services. 2. LANG. ARTS: Cut out radio program guide from newspapers and compare services. 3. LANG. ARTS/work study skills: Research books and encyclopedias to find information.	BOOKS: Picture Book of Radio and Television and How They Work, Meyer, Jerome Sydney. I Looked and I Listened, Gross, Ben.	2. Write a story telling how the radio saved a person or family from unecessary difficulty or danger, or how radio helped in a most unexpected way.
3. The students will evaluate characteristics or traits necessary to develop a career in radio broadcasting by writing a commercial, program introduction or short news broadcast, and choosing 2 or 3 persons to read them. On paper write which each person chose and why.	1. SOCIAL STUDIES: Resource person from radio station to relate some services. 2. In a brainstorming session, discuss papers written for activity #1. 3. LANG. ARTS/S. STUDIES: Make an application form. Each fill out one. Write why each feels he could or could not take a particular job. (refer back to obj. #1, Act. #7. 4. LANG. ARTS: Have students in another class record voices without identification. Have class criticize them as to broadcasting possibilities. 5. LANG. ART/S. STUDIES: Take a survey of persons from 5th grade up to adult and find out feelings for radio necessity	BOOKLET: "TV and Radio Careers", New York, 7-12, #4. Tape Tape Recorder	3. Write a commercial, program introduction, or short news broadcast. Choose two or three persons to read them as if he were doing it on radio. On paper write which person you would choose and why.

TEACHER'S NAME Joan Sterns

Grade Level 3 - 4

ELEMENT

Unit Title: Communications--Radio

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	6. LANG. ARTS: Write a story or poem entitled "Advertising Stopped at 10 o'clock this morning."		
4. Each student will verbally explain one duty for each person of a given list of radio occupations by playing the game "IF".	1. S. STUDIES: Have list of radio broadcasting occupations on blackboard. Students are to infer what each occupation is. (Could be used as pre-test). 2. LANG. ARTS: Read reference materials on radio and see who can find the most kinds of radio occupations. 3. LANG. ARTS: Each student choose a radio broadcasting occupation and tell why he would prefer that job to any other. 4. S. STUDIES/LANG. ARTS: Interview or write someone who has worked in radio broadcasting if at all possible. 5. LANG. ART/listening skills Listen to a radio for at least 2 hours during a week. Write down words, terms, or phrases not understood. 6. LANG. ART: Make a list of sentences. Have students practice reading them clearly and in front [illegible]	Radio	4. Play "IF", Students draw a radio occupation from a box. When an occupation is choosen till one duty this particular person has as one of his responsibilities.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	7. LANG. ARTS: Make a rating sheet for speech. Have each child rate their own. (record if necessary) 8. LANG. ARTS: Send blank tapes to radio personnel and ask them to describe their occupation, as well as others, and return tapes to class. Send along an interview sheet giving some questions the class would like answers to.	BOOKLET: "TV and Radio Careers", New York, 7-12, #4. Tapes Recorder	

GUIDED OCCUPATIONAL ORIENTATION STANDARD INTERVIEW SHEET

1. What is your name?
2. What is your job title?
3. How much education did you have to have for your job?
4. Did you have to take a test for your job?
5. What are some of your duties?
6. Do you mind telling what the starting salary for your job is?
7. What is the top salary your job pays?
8. Is the salary the same for everyone on this type of job?
9. Who or what decides when you get a raise?
10. Why did you choose this job?
11. What do you like best about your job?
12. What do you like least about your job?
13. What are your working hours?
14. What good habits should I develop now in elementary school that would help me become a successful worker when I grow up?
15. Are there school subjects that I must do especially well in if I were to work in this kind of job?

When you listen to the radio, how does it generally make you feel? Below are some words. Check the ones that tell how you feel most of the time when you listen to the radio.

good	thrilled
wonderful	rested
anxious	sad
sleepy	amused
peaceful	contented
entertained	calm
relaxed	upset
satisfied	terrified
fearful	interested
joyful	confused
informed	fascinated
excited	disappointed
angry	

Try reading these sentences as clearly as you can. Practice in front of a mirror or with a friend. When you can read them well perhaps you could tape your voice then listen to how you sound.

HOW'S YOUR SPEECH?

Say each of the sentences below five times. Try to say them clearly and distinctly.

1. Give the goose a golden egg.
2. Sing a song while you are walking along.
3. The happy horse held his head high.
4. Please leave the cheese in the deep freeze.
5. Ned bet Ted that he would get a wet head.
6. Sid hid his bib in the big crib.
7. Jake didn't dare to repair the chair on the stair.
8. Jack sat with the bat and the cat.
9. He heard her first and third words.
10. Laura sat alone upon the comfortable sofa.

Teacher's Name Joan Sterns Grade Level 3-4

Concept: All persons have dignity and worth: Individuals differ in interests, abilities, and attitudes: Honesty, dependability, generosity, decision making: Variety of occupations: Introduce various occupations: Occupations exist for a purpose: Supply and demand of occupations: Job characteristics and individuals must be flexible in a changing society: Education and work are interrelated.

Subconcept: Environmental Control (Conservation--Wildlife)

Objective	Activities	Resources	Evaluation
1. To be able to recognize at least 10 kinds of animal wildlife within the state of Nebr.	1. (reading) Children do outside reading to find as many kinds of animals as possible. 2. (S.S.) Make a map of Nebr. and locate areas where various species of wildlife are found. 3. (Art, S.S.) Make a movie showing several kinds of animals. Explain some of their living habitat to rest of class. 4. (art, S.S.) Draw pictures or find illustrations of animals in and around our community and make a bulletin board display. 5. (art, S.S.) Divide into groups, large animals, small animals, birds, fish and reptiles. Each group make a color book of these groups and present to kindergarten class. 6. (science) Games a. animal domino b. animal lotto c. the trek 7. Make permanent animal pictures. Write a story about the animal. When finished, cut into pieces to make jig-saw puzzle (Lang arts, & art)	Filmstrip: Animals of the Forest Film: Patterns of the Wild UNL media center Vertical file--Science (Elem.) Booklet--Classroom Activities Related to Natural Resources Any resource book where children find information. Roy, Mary Massey, Scope, pp. 217, 219, 235, 260	Instruct before hand that all students should have a shoe box. Have various paper materials, sticks, leaves, etc., available. Have each student draw the name of an animal from the "hat", make a diagram showing that animal and his natural habitat. On paper list nine others and briefly tell about their habitats.

(OVER)

Teacher's Name _____ Grade Level _____

Concept:

Subconcept:

Objective	Activities	Resources	Evaluation
2. To be able to identify 3 or 4 kinds of conservation practices used to preserve Nebraska's abundance of wildlife.	8. Alphabet Puzzle 1. Find information about animals that were once more abundant in Nebraska. Tell why they are no longer. (Lang. arts--science--S.S.) 2. (Lang. arts) Game Warden visit classroom 3. (Lang. art science) Do reading to find names of animals that are protected by the Nebraska government. 4. (L.A.) Write letters to State Park and Game Commission for information concerning game reserves and refuges. 5. (L.A.) Write to Gretna fish hatchery for information. 6. Park Ranger and person involved in forestry visit class.	Roy, Mary Massey, Scope, p.260 V.F. (Elem) Conservation pamphlet: Our Wildlife Heritage Nebr. Wildlife Guide for Youth. Booklet: The Glory Trail By Which We Live (Game Warden) Films: Conserving Our Wildlife Today, Coronet So Little Time (Wildlife and Game Comm. free) Pamphlet-- 1. Down the River 2. Making a Home for Wildlife on the Land, Soil Conservation of America, Ankeny, Iowa 50021 V.F. (Career Ed. office) pamphlets #28, 23, 26, 19 Own File--Pamphlets # 1, 2, 3, 4	Debate--To be debated--There is a definite need for a hunting and fishing license by hunters in the state of Nebraska AND There are sufficient conservation practices now being used in Nebraska to preserve our wildlife.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT : Self awareness; Educational awareness; Career awareness; Decision making; Beginning competency; Attitudes and Appreciation

Unit Title: Manufacturing

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. By the end of the units, students given the necessary information will show knowledge by becoming familiar with the early history of manufacturing through reports, and research, and taking a test on 20 questions and passing it with 80% accuracy.	Read about the beginning of manufacturing from the time it started in the homes through the period of the Revolutionary War and the period after the War of 1812. Read about Samuel Slater and discuss with classmates the importance of the water-powered loom that Slater built. Class research and discussion of how the lack of manufacturing in the South and their inability to sell their cotton to England contributed to their losing the war. Contrast the way the South has become a great manufacturing area today in comparison. Make graph to show most important products manufactured.	Our Regional Industries, Boeckman, Criteria Books Multi Text Social science, Ginn, Follett, Heath & McMillan Pioneers of Progress, Assoc. of Manufacturers, 4 film strip Industry Changes America Social Science texts Encyclopedias Multi text social science Use maps in textbooks to find rivers and other features they think might be important to the manufacturing industry. Use large Action Map Kit 86164 Use latest data from encyclopedia.	1. Each student keeps a class book of information they have researched. Write answers to a list of twenty questions as the student finds them in their research. (Teacher will have list made out in advance.) View filmstrip and discuss. Oral discussion guided by questions that cannot be answered yes and no. Keep important information in class scrapbook, reports and illustrations Class discussion Completed individual graphs in class book. One large graph in scrap book.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. Students given appropriate materials, will do research, and prepare reports listing correctly six factors needed to make a good location for manufacturing, with 100% accuracy, comparing answers with a checklist.	Standing on the Action Walk On Map, children will represent the various areas of manufacturing in the U.S., voting and discussing the factors needed for manufacturing. Use the Atlas of American History to observe the map showing major manufacturing centers in the United States. Examine and locate on large walk on map the Fall Line along the Atlantic Costal Plain. Children will construct three dimensional structures to place on large walk on map to show manufacturing areas.	Large Map of U.S. Series, United States From Where I Stand Kit 86164. Its People, Ideas and Things in Motion Social Science text Follett (for six factors) Atlas of American History form the Action Kit 86164 Idea from Teacher's Action Book--Action Map Activities.	2. Students save corrected reports in their classbook for reference for test at the end of the unit. Class discussion on and around the "walk on" map. Discussion and observation of the large cities along the fall line and applying their knowledge they have acquired tell why.
3. At the end of their research students given appropriate materials will show knowledge of people who have contributed to progress made in manufacturing by reporting correctly and stating the significant thing each person contributed.	Research and report on Eli Whitney, Eli Terry, Seth Thomas George Washington Carver, William Gregg, and Andrew Carnegie.	The World of Steel, United States Steel Co. Social Science Text, Heath, Ginn Pioneers of Progress Booklet--National Assoc. of Manufacturers. Read book: George Washington Carver.	Evaluation by checking if they have given the significant thing each person did. To be included in reports ideas of mass productio interchangeable parts, the assembl line, and the Bessemer Process of making steel.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT

Unit Title: Manufacturing

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Draw pictures to illustrate each of the person's contributions to manufacturing that were listed in the previous activity.		Pictures shown to class. Discussion and describing what their pictures illustrate.
4. Choosing from a list of twenty five inventions by the end of the activities and by reporting correctly students will acquire greater knowledge by becoming familiar with the value of each invention by stating its importance in their report.	Research the invention they have chosen. Draw pictures or illustrations to go with their reports. Write a short skit of an invention agreed on by the class.	Inventions that Made History, David C. Cooke All About Famous Inventors and Their Invention, Fletcher Pratt ? Encyclopedias FILMSTRIP: Invention of Printing (Encyclopedia Brittanica) Rubber, The Firestone Tire and Rubber Co. Ideas from their reading and reports. Pictures or diagrams from library books Encyclopedias Social Science books.	4. Suggested list of inventions taken from Inventions that Make History: printing, steam engine, cotton gin, paper, X-ray, computer, rubber, sewing machine, reaper, typewriter, telephone, phonograph, electric light, linotype, automobile, photography, airplane, radio, rocekt, vacuum tube, radio, television, atomic power, plastic, nylon, synthetic rubber.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Role play the different inventors to show the problems they encountered.	Ideas from their reading and reports.	Judged by their presentation and comments of classmates.
	Make a simple model or diagram of the invention to show when they give their reports.	Pictures or diagrams from library books Encyclopedias	Put reports in class scrapbook.
	(Optional) For those who want to, make a model for a table display.	Social science books	
5. Students working individually or in groups will choose a manufactured product and by reporting correctly, constructing models, diagrams, or charts will show knowledge of the stages of the product's development from raw materials to the finished product.	Make reports on manufactured product. Make a drawing or model to show to classmate as they give their reports. Plan to make drawings for scrapbook and put reports in class scrapbook. Make a mural of things made of a certain product such as aluminum or paper. Use information from social science text to make a large table map display of the U.S. cutting pictures from magazines	BOOKS: Let's Go to the Automobile Factory, Roger Butler How Automobiles are Made, David C. Cooke Charts: American Products and The world Makes an Automobile, by the Automobile Mfg. Assoc. (free) The Story of Wheat, Sunshine Biscuit Co., (free) The First Book of Copper, Olive W. Burt	Students follow the guidelines and make reports and put them in class scrapbook. Mural will be displayed in classroom. Check that they are placing products in correct places.

TEACHER'S NAME Helen Moser

Grade Level 5

ELEMENT

Unit Title: Manufacturing

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	or using minature models, placing the manufactured products in the correct place on the map. Use the large walk on map to place miniature samples, or real samples of important products that are manufactured using doll furniture, small metal toys, anything that is available to show manufactured products. Refer to Atlas of American History from Action Kit 86164 for product map, page 9.	The First Book of Glass, Sam & Beryl Epstein The First World of Alumimum, Edward Tracy Lollipop Factory, Mary Etting The Marvel of Glass, Walter Buehr, Jr. The Glass Makers, Leonard Everett Fisher Keeping Time, Walter Buehr, Jr. How Do They Make It, George Sullivan The Magic of Paper, Walter Buehr, Jr. Men at Work In the Great Lakes, Henry B. Lent Wonder World of Metal, Richard Pearl (Teacher reference, difficult reading)	Refer to social studies text to be sure they are placing them properly.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. At the completion of the written report, the students will demonstrate their comprehension of manufacturing jobs by explaining how five jobs are related to the manufacturing of one product.	Students will use the product they have reported on and list five jobs and explain how it is related to the manufacturing of the product.	SRA Briefs and reference books used in making reports.	6. Check with information they have researched and for authenticity.
	Students will use this information to make a game (of 25 cards) or a card for each students product and list of five jobs. On each card's face will be listed the five jobs. At the bottom of the face of the card will be the name of the product. Taking turns a player tells his opponent one job. If his opponent can guess it on the first try the opponent gets 5 points. The points diminish with each job given as a clue 5-4-3-2-1-0. The player guessing correctly with highest score wins.	Teacher's game	Playing the game correctly.
	Use social science books to find names of cities and play the game saying "I went to Atlanta to see an auditor." The next person used the letter B until they have gone through the whole alphabet.		Children learn as many jobs as they can by playing the game.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT

Unit Title: Manufacturing

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
7. MUSIC: After discussing different related occupations in the field of manufacturing the fifth grade class will divide into small groups and select one occupation and develop a song and act it out which is approved by the rest of the class.	The students will divide into small groups, take a familiar tune and write their own song connected with manufacturing. Each group will act out occupation as song is being sung.		7. Each group will be able to perform their song on video tape and rest of class will discuss their song.
After learning the songs related to manufacturing the students will have more knowledg of the world of manufacturing by being capable of singing three songs.	Discuss the text of the song. Learn to sing song correctly.	Possible Resources: Discovering Music Together, Book 5, Follett "John Henry", p. 126 "Shenandoah", p. 116 "Red River Valley", p. 86 "Erie Canal", p. 128 "Home On The Range" "Yankee Doodle"	The students can correctly sing the songs.
8. P.E.: At the conclusion of the period the students will show comprehension of manufacturing related vocabulary words by defining at least 5 words correctly.	Play "Make a Basket" (Staff developed game which involves question/answer and shooting baskets to score points).		8. Students will show knowledge of game and comprehension of at least five vocabulary words.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Helen Moser : Manufacturing

1	Graphs of products manufactured in the South.	Keep class notebook.	Reading and making reports on Samuel Slater. Reports on early manufacturing in the colonial through Revolutionary and Civil War.	Clay or paper models of items manufactured in the early times.
2	Measuring three dimensional structures	Writing reports	Finding various manufacturing areas. Locating cities on the Fall Line.	Constructing three-dimensional structures to represent manufacturing.
3		writing reports	Research and making reports.	
4		Writing a short play about an invention. Role playing.	Researching material for reports.	Drawing pictures to go with reports.

Name: Helen Moser

Unit:

DAY	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARY
5		Reporting about a manufactured product.		Placing miniatures on the map. Examining maps in atlas.					Making a mural and drawing models.	
6		Researching and reporting.		Play game guessing products.						

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT: Self Awareness; Educational awareness; Decision making; Attitudes and appreciation; Career awareness

Unit Title: Forestry and related Forestry Industries

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the completion of their research and activities, students will show knowledge of how forest products contributed to the needs of early Americans, by identifying ten products and in a written report tell how each product was used.	Read about early colonists and how the forest contributed to their needs. The class will make a roller movie depicting the ten products and their uses.	It's A Tree Country The Storybook of Lumber The Forest Adventures of Mark Edwards, free booklets from: American Forest Industries Inc. 1816 N Street NW Washington, D.C.	Students read lists and descriptions to the class. Evaluated by comparing with teacher's check list.
	Make a class roller movie, depicting products and their uses.	Reference Books Encyclopedias Social Studies Texts Follett, Ginn Heath Macmillan	Finished movie should be authentic children will show it and explain it to the class.
	Make murals of early colonists homes, furniture and way of life.	Encyclopedias Social Studies textbooks	Display murals in classroom.
	Make objects of clay or make three dimensional paper products of early products.	Pictures from encyclopedias Social Studies	Used as table display.
	Use large walk on map to locate areas where early colonist lived. Children can place trees from the Actionkit in the proper places to show early forests.	Action map kit #86164-- Its People Ideas and Things in Motion.	By class discussions and placing trees in the correct areas.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Use the maps in social studies text and the large walk on map to locate forest regions of present day.	Action-Walk on map kit #86164 Its People, Ideas and Things, Denoyer-Geppert Co.	Classmates will evaluate each others ability to identify the regions where trees grow today by children standing in the correct region.
	While using the map stress the fact that lumbering industry depends on transportation and communication.	Large chart Forests and Trees of the United States, free from American Forest Industries Inc. Maps from Social Science texts, Heath, Macmillan, Heath Ginn.	Class discussions of highways and water ways for transporting lumber.
	Using the large walk on map trace the routes the lumber might travel before it becomes a rocking chair.	Atlas of American History, from Kit #86164, Its People Ideas and things in Motion Social Science texts, maps, chart and map. America's Products and the Trucks that Carry Them Automobile Manufacturers Association (free material)	Working in groups to formulate routes of travel, using maps to see there are many possibilities of travel.
2. At the end of the activities students given the necessary information will show knowledge of the ten forest regions of the United States by identifying and writing a short description of each region.	Each student will use an 8½ x 11 inch outline map of the United States and locate the ten forest regions on it, using a legend and different colors to code the map.	Map: Forests and Trees of the United States, from American Forest Products Industries Inc. 1816 N Street, NW Washington, D.C.	Check correctness of maps by comparing to the large map.

TEACHER'S NAME Helen Moser Grade Level _____

ELEMENT

Unit Title: Forestry and Related Forestry Industries

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Research and report correctly about the deciduous and conifers.	Gifts From the Forests, Gertrude and Wallace Wall. Use a Large Walk-on Map. Place 3 dimensional trees on map to show where the two types of trees are grown. Teachers Manual and Teaching Suggestions American Forest Products Industries.	Class discussions of two types of trees.
	Students will start individual class books. Put in maps of forest region and the report.	Magazines Reference books Social Science books	By the children's individuality
	Design a cover for the front of the class book.	Art books their own designs.	
	Each student will make bar graphs, or line graphs to show leading lumber producing states, leading pulp wood producing states.	Idea from teachers manual American Forest Products Industries, Inc. 1816 N Street, NW Washington, D.C.	Checked by comparing graphs with latest encyclopedias or World Almanac
	Draw various kinds of trees and their leaves or needles using reference books as guides and put them in their individual class books. Pick a minimum of four.	Encyclopedias Chart: Forest and Trees of the United States American Forest Products Industries Inc.	Evaluated by how well they followed directions and the work they have done in the individual scrapbook.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Locate on the large walk on map areas that produce: Lumber for building materials, furniture and books. Wood pulp for paper and newsprint. Food--fruit and syrup, nuts. Naval stores, turpentine, paint.	References: Encyclopedias Social Science Texts Action Kit 86164 Its People, Ideas, and Things in Motion.	Check with the source of their information.
	Make a circle graph to show the following data: Private forest industries: 12%; Farmers, 31%; Others, 24%; Government, 34%.	Teacher's Manual American Forest Products Industries, Inc.	
3. At the end of the activities students reporting correctly will indicate their comprehension of five forest benefits and write a short paragraph about each benefit.	Research and report about five forest benefits.	Our Forest Bounty, free booklet by American Forest Products Industries, Inc. Large Chart: What We Get From Forest Land, Supt. of Documents United States Government Washington, D.C.	Compare the students report with teacher's check list.
	Students discuss renewable and non-renewable resources.	What Does a Forest Ranger Do, Wayne Hyde FREE FILM: To Touch the Sky, Modern Talking Pictures.	Class discussions with a final decision agreed on by the group.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT

Unit Title: Forestry and Related Forestry Industries

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Students research and make written reports of four main enemies of the forests and put them in their scrap book.	Free Booklet: It's a Tree Country, American Forest Products Industries, Inc.	Teachers check answers before they put them in individual scrapbook.
	Make a large chart for bulletin board display Enemies of the Forest (volunteer basis)		
	Have a Game Warden talk to the class.	Dale Bruha	
	Examine charts to learn how a tree grows, following steps on the chart. Take some cut wood from a tree and examine it.	Free Chart: Growth of a Tree, American Forest Products, Industries, Inc. "How a Tree Grows", Superintendent of Documents Government Printing Office Chart (204) Teacher's Manual from American Forest Products Industries, Inc.	Class discussion: How well they follow the steps on the chart. Children volunteer to show steps. Used as a guide.
4. By the end of the unit, students will show knowledge of tree farms by reporting correctly the five requirements of managing a tree farm with 100% accuracy.	Research and make a report on Tree Farms. The reports are to include the five requirements of a tree farm and how tree farms started and why.	Tree Farms, The Harvest of the Future, Dorothy and JOseph Dowdell Free Material: It's a Tree Country.	Finished book on Tree Farms which will include the history and requirements of a tree farm.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	The class will divide into six groups. Each group will prepare a report, "One of the five requirements of a tree farm". The sixth group will design a cover and prepare a report on the how and why of tree farms.	FREE MATERIALS: The Forest Adventures of Mark Edwards. Why We Must Have Multiple Use of Forest Management (all above free material available from: American Forest Products Industries, Inc. 1816 N Street, NW Washington, D.C. Curriculum prints, 6 colored prints Ist. Aid Inc. Henkle Audio Visuals 227 North 11th street Lincoln, Nebraska.	
	Study the chart that shows products of a tree farm. Make pictures to illustrate reports.		Class discussion of the many products. Pictures put in class book.
5. At the end of the activities by researching and reporting correctly students working in five groups will show knowledge of the five major manufacturing industries that are related to forestry.	Students working in five groups will research: Lumber Furniture Pulp, paper & paper board Plywood & Veneer Hardboard & Particle board. Make group reports.	Free materials from American Forest Products Industries, Inc: It's A tree Country The Story of Hardboard Plywood The story of Hardboard	Reports made accurately, Presented to class with pictures, flow charts, or diagrams.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT

Unit Title: Forestry and Related Forestry Industries

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Illustrate reports, with pictures or flow charts.	(free materials cont.) Why We Must Have Multiple Use Farm Management Chart: Products of a Tree Farm Free Booklet: "How Paper Comes From Trees", Southern Pulpwood Conservation Assoc. 1365 Peach Street, NE Atlanta, Georgia 30309 The Magic of Paper, Walter Buehr	
	Combine reports in a booklet entitled Manufacturing Industries of the Forest		Finish class book
	Write an original play: "What Do You Want to Be When You Are Cut Down?", or "Timber-r-r-r"	Teacher's Ideas Students will use information and put it together after finishing reports on five major industries that are related to forestry.	Enjoyment of it, and how they stick to facts along with fun.
6. At the end of the unit the student will demonstrate his comprehension of the forest industry by listing five jobs and explaining them accurately in a short report.	Use puppets. Help give report to the class.	SRA (Occupational Briefs Exploration Kit) SRA Widening Occupational Roles Kit	Reports given correctly

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Make a bingo game listing jobs connected with the forest industry. 3 play the game Password. Words used must be a job of forestry industry, or a worker. Role play different jobs.	Student's list of jobs and teacher's list. Jobs they have learned about in research.	How well the games are played.

Author: Helen Moser

Forestry and Related Forestry Industries

		LANG. ARTS	SOCIAL STUDIES				
1		Reading about early colonists and how the forests contributed to their needs.		Locating on large walk-on map to note where colonist lived.			Make murals of colonist homes and furniture
2	Make bar graphs and line graphs of leading lumber producing states.	Research and report about conifers and deciduous trees.					Draw various types of trees and their needles or leaves.
3		Research and report 5 benefits of the forest.		Class discussion of natural resources.			Pictures in scrapbook showing four main enemies of the forest.
4		Reporting correctly on tree farms.					Designing cover for class book. Illustrating reports with pictures.
5		Writing an original play.		~~Making~~ group reports.			Drawing pictures and flow charts.
6				~~Reports given~~ to the class			Making puppets for role playing.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT : Self awareness; Educational awareness; Career awareness; Economic awareness; Decision Making; Beginning Competency;

Unit Title: Food and Nutrition

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. By the end of the unit students given necessary information will show application of the value of making wise choices in foods they eat by answering questions on a test with 80% accuracy.	As a beginning activity discuss need for food for building strong, healthy bodies, and a balanced diet each day from the BAsic Four Food Groups. Include in the discussion food fallacies, empty calories, food prejudice Also the needs of a good breakfast.	Health and Growth, Grade 7, Scott Forseman Living Today (Grade 6), McCormick Mather Food Facts and Fancies National Dairy Council, free material: Making Lunch Count Choose the calories by the company you keep The Four Food Groups What Did You Have for Breakfast This Morning Health Text, Scotts Forseman, Grade 5	Test given at end of unit that students are to answer questions with 80% accuracy. Children keep a chart for a week of what they ate for breakfast.
	Given a list of 10 different foods the students will categorize them according to the Four Food Groups.	Material from text and National Dairy Council.	Determined by how well they can categorize the 10 foods.
	Make charts showing the Basic Four Food Groups	Use pictures from magazines.	
	Experiments testing foods for sugar, starches, protein and fats.	Living Today, Grade 5, McCormack, Mather A Source Book For Elementary Science, Harcourt, Brace, and World.	Discussion and results of experiments.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Read labels on cereal boxes, cans of food, etc., to check for additives for preservation, vitamins and minerals.	Check these at home or bring empty cereal boxes, bread wrappers, labels from cans to school. Page 220, Harcourt Brace and World.	Discussion and comparison of the different labels to learn why certain ingredients were added.
	Listen to TV commercials, radio commercials, food advertising in daily papers and magazines. Write down claims and slogans.	TV and radios, newspapers and magazines. See free film: "Jar is a Jar is a Jar" Educators Progress Service, Inc. Farm Life Foundation	Make drawings and posters to illustrate slogans. Children discuss with classmates to evaluate the claims that are true and those that are gimmicks. (this discussion to lead into next objective).
2. By using an imaginary budget of $10, students will show an application of correct choices in buying foods from a simulated supermarket, after the construction of the supermarket and activities are concluded.	Introductory activity. A discussion with students of the meaning of word "consumer" how everyone is a consumer, How consumers are affected by supply and demand.	Delaware's Occupational Vocational Model Career Development Learning Units Filmstrip: Consumer in the Market Place (High School Library)	
	Field trip to a grocery store. Students divided into groups looking for these things: Attractive displays in-- meat, fruit, vegetables, the way foods are arranged on the shelves, display of frozen foods and foods ready to heat and serve, General ideas how store is managed.		Reports they bring back from field trip to report to the rest of the class. Questions they have had answered by store manager and other personnel.

TEACHER'S NAME Helen Moser

Grade Level 5

ELEMENT

Unit Title: Food and Nutrition

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Bring labels and empty packages to form a supermarket. Each child is given $10 to go shopping. Children stock shelves in the room with items. Their purchase cannot exceed $10.00.	Career Related Instructional Education Program, New Albany City Schools New Albany, Mississippi	In their role playing as a consumer to show they have made wise use of the $10.
	Role playing to show the right and wrong behavior in a supermarket.	Delaware's Occupational Vocational-Model Career Development Learning Units.	Observation of their dramatization and peer's comments about the role playing.
	Discussion of how people should make some decisions on how to buy and the fact that some foods that are all prepared may be higher priced.	Observation at supermarket. Newspapers and magazines. Talking to their parents.	Discussions of what they have learned by talking to class members.
	Observe articles in newspapers that concern a consumer EXAMPLE: new packaging of bacon after August 19 to show how much is lean or fat meat.	Newspapers. 16 mm film, 12 min., Educators Progress Service INc. Shows how food is displayed in store.	Reinforcement of what they have seen in store contrast like and unlike things they have learned.
3. After studying NASA activities students will show comprehension by identifying two of our newer trends in foods by reporting on correctly and showing ways the astronauts handle problems of food.	General discussion of what children already know about food in space to find starting place in researching.	NASA facts Education Publication of National Aeronautics and Space Administration Washington, DC 20402	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Contrast the change made in the packaging and types of food used in the first flights with newer and more palatable meals made in later flights, and foods used on sky-lab.	What Kind of Foods Do Astronauts Eat, from Health and Growth, Grade 7, p. 198, Scott Foresman text. NASA Facts	Discussion of reports and demonstrations.
	Make foods and demonstrate how they are eaten--such as foods frozen in cubes and later dehydrated (use ice tray to freeze foods in plastic bags with pureed foods mixed in a blender) Research and report to class how these foods that have been experimented with for space flights have found their way to the grocer's shelves. EXAMPLES: Tang orange drink Freeze dried coffee	NASA Facts Teachers ideas suggested by NASA material.	Comments, discussions of foods they have seen and eaten.
5. At the completion of their research fifth graders will show their knowledge of the work of a dietian by listing five things a dietian does.	Listen to cassette on foods. (see accompanying filmstrip Food Clothing & Shelter) Questions made by students to ask classmates.	Cassette 60004 Home Economics filmstrip Food Clothing & Shelter, ECF 212. Teaching Guide for Home Economics all from Wonderful World of Work.	Listing 5 duties of a dietian. Short quiz on work of dietians and how dietians work in many areas.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT

Unit Title: Food and Nutrition

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Role playing of work dietians do. Ideas for role playing planned with teacher to be sure many jobs of a dietian are covered.	SRA Occupational Brief 71, Dietitians Jobs in Professional Home Economics, SRA #17 Job Family Series.	Compare role playing with check list to see if they have made the roles authentic.
	Have a group of children interview Mrs. Armstrong (head cook) to learn how she plans menus.		Reports they make after interview.
5. Students will show an increased knowledge of restaurants and duties of restaurant workers by answering questions on a test with 80% accuracy after completion of activities.	Make reports to class members on history of restaurants, different types of restaurants and general information about working conditions.	Restaurants Careers in Food Services, Cobb Co. Occupational Career Development Program Marietta, Georgia.	Test given over restaurant workers and their duties.
	Examine a restaurant menu. Discuss types of orders.	Menus obtained from a restaurant. Film strips	Make a menu of a speciality meal containing the basic 4 foods.
	Invite a resource person to share experiences with the children.	My Mother is a Waitress, The Baker & Taylor Co. Audio Visual Service Division.	
	Collect pictures of different types of restaurants and restaurant workers.	My Dad Works in a Supermarket.	
	Students will make flash cards with definitions one one side and vocabulary words on other side.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Children will use school menus to classify foods into 4 basic food groups.	Menus obtained from school office.	Finished papers to show classifications.
	Children keep vocabulary charts of New Words, terms and job titles.	Words and terms taken from their research	Finished charts.
	Talk about food preparation (comparable to that in restaurants) that goes on in the homes. If children have relatives or friends who work in restaurants business and have them share experience.	Childrens own experiences.	Class Discussions.
	Display made of the various tools used by restaurant workers in their jobs.	Idea taken from Restaurants Career in Food Service	Finished display includes spoons, chef's hats, order pads, pencils, aprons, trays, menus, bowls, and plates, etc.
6. Students will, after completion of the learning activities, show applications of many job duties in the restaurant industry by dramatizing the following duties correctly: table manners, table setting, posture, politeness to customers,	Reading about jobs in the restaurant field and writing a list of their duties.	Jobs in Professional Home Economics, Job Family Series #17	Listing of 5 jobs in the restaurant business and duties of workers.
	See film "What is a Job"	FILMSTRIP: "What is a Job", Foundations for Occupational Planning A778-3.	Intelligent discussion after seeing film. Relate the idea of a job to what their parents do.
	Play game "Who Am I?--What Am I?"	Riddles and answers prepared by students.	Correct answers to riddles.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT

Unit Title: Food and Nutrition

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Role play table setting, proper posture, good grooming, for waiters, waitresses, all people who work with food. Children will simulate the activities of a breakfast in a restaurant planning and serving a sim ple meal of toast, juice and fruit. Different students assuming roles of waiters and waitresses, bus boys, receptionists, hostesses, managers, etc., and serve classmates who act as patrons. Then the roles are reversed. Students will make their own decorations, design menus, proper table setting, plan, serve food, pay bill.	Restaurants Careers in Food Services.	Teacher Observing how well they accomplish their duties observing all the things which have previously been discussed, table setting, duties of the workers, table manners, carrying out their responsibilities of the worker they are impersonating.
7. MUSIC (taught by music teacher) After discussing the type of music played in restaurants the students will have a better understanding of the use of music in restaurants and cafes.	General discussion of the types of music played in restaurants and cafes. Explain what Muzak is and its use in restaurants and cafes. Listen to tapes provided by Muzak.	Muzak Corp. Distrubutor 3300 O Street Lincoln, Nebraska	The students will discuss and write two advantages of Muzak in restaurants and cafes.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
PE Program (taught by PE teacher) By the end of the period the students will comprehend at least two vocabulary words from food and nutrition unit correctly.	Play "Soccer Baseball" using vocabulary words. Students must define word at first base to be safe. (Teacher developed game)	(Teacher developed game)	The students will play game and define at least two vocabulary words correctly.

Name: Helen Moser

[illegible]: Food and Nutrition

[illegible]	MATH	LANG. ARTS	SCIENCE	[illegible]	GUIDANCE	MUSIC	MED. SKI	[illegible]	ART	[illegible]
1		Reading labels and reporting to class.	Experiments testing foods.						Drawings & poster of TV slogans on food. Making charts	
2	Spending $10. Adding, subtracting in buying.	Writing reports	Science & Health Choices in food buying	Learning about economics of using money weekly.						
3		Reports Reading material Learning new words.	Balanced meals.	Research of materials.						
4		Learning to spell words related to work of a dietian reports.		Research of materials interviewing						
5		Reports on history of restaurant.		Collect pictures of different types of restaurants and restaurant workers					Make mural of restaurant workers.	
6	Making change in paying their bill.	Reports on duties of workers.		Play Game: "Who Am I-- What Am I?"						

TEACHER'S NAME Helen Moser

Grade Level 5

ELEMENT: Self awareness; Educational awareness; Decision making; Attitudes and Appreciation

Unit Title: Coal Mining and the Mining of other Minerals

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. By the end of the unit, students given necessary information in the form of materials supplied by the teachers and by student research, students will show greater knowledge of the way coal was formed and the chief kinds of coal by taking a test of twenty five questions and answering them with 80% accuracy.	As abeginning activity a piece of coal will be displayed and the chidlren will examine it and tell if they have ever used coal in their home or perhaps their grandparents have used it. The students will be given a list of 25 questions and the pages upon which the questions are found in the book Class Report Coal. Make a class scrap book on coal with illustrations, charts, graphs, and reports with each student making his or her contribution. Make a mural of six pictures showing the beginning of the formation of coal from plants to the final product coal. Find material in encyclopedias and social science multi-texts and make reports on bituminous and anthracite coal. Share reports with classmates.	Pictures showing men at work mining coal, Rand McNally. The Beginning of Coal, National Coal Association 1130 17th St. NW Coal Building Washington, DC 20036 SRA Occupational Brief 51, Coal Miners. Coal Kit from Media Center showing types of coal. Booklet, Class Report, Coal from National Coal Assoc. Pamphlet: Coal in Today's World, Social Science Multi-texts Encyclopedias Booklet: The Beginning of Coal. Encyclopedias Multi texts, Macmillan, Follett, Ginn and Heath	1. Test given on 25 questions at the end of the unit about the way coal was formed and the kinds of coal. Material read from booklet in class, discussed, answers on their papers will be corrected, and they will save the paper for study for the test at the end of the unit. Finished scrapbook at end of the unit. Completed mural showing the steps in the formation of coal from plants to coal. Finished reports. The best ones will be selected by students and put in scrapbook.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Make map of United States showing the areas where bituminous and anthracite coal are found.	Booklet: Coal, by National Coal Association.	Finished Map displayed on bulletin board.
2. At the completion of their research and activities students will show wider knowledge of types of mining by listing four types of coal mining and writing a short paragraph about each type.	Research to find the four types of coal mining; shaft, slope, open pit, and drift mining. Make charts to show shaft, slope, open pit and drift mining.	Social Science multi texts Macmillan, Heath Ginn. Encyclopedias and social science multi texts. BOOKLET: Coal, National Coal Association.	Class Discussion Displaying the charts students have made. Put pictures and charts in class scrapbook.
3. Students given a list of jobs of the coal mining industry will show comprehension by choosing eight jobs from the list, doing research and preparing complete statements about each one, and passing a matching test on them with 80% accuracy after the activities are completed.	Using 3" x 10" cards, list jobs on one side, description of jobs on the other side. Children play the game until they are familiar with the jobs. Make a vocabulary list using words that are related to coal mining and other mining industries. These may be put on cards for matching also. Divide into teams. Play the game similar to "New Orleans". Act out jobs of the coal mining and other mining industries.	SRA Occupational Brief #51, Coal Social Studies Multi texts Encyclopedias	Test taken at end of activities for objective 3. Accuracy in play word games.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT : Self Awareness; Educational Awareness; Decision making; Attitudes and Appreciation

Unit Title: Coal Mining and the Mining of other Minerals

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. After the completion of their research and activities fifth graders will show comprehension of the many by-products of coal by preparing a list of fifteen by-products of coal, their uses, and the occupation in which they are used.	Make pictures of by-products of coal and matching them with occupations in which they are used. Put in a scrapbook.	Story of Coal, Maude and Miska Petersham.	Finished pictures. Class discussion of ideas used.
	Make charts for scrapbook showing there are many by-products that we get from coal.	Charts from Milford Elementary Library. Products derived from coal. World Book Encyclopedia	
	Make bar graphs of the following data: 1. leading coal countries 2. leading coal mining states 3. 100 years of U.S. coal mining, 1860-1960		Finished charts and graphs. Evaluated by the way student explains it to his classmates.
	Match by-products with their uses in occupations, and then make a game of them.	Encyclopedias Social Science textbooks.	Use lists made by students showing fifteen by-products, how they are used and in what occupation or job. Example: Laugh gas for anesthetic used by a dentist.
	Role play an occupation in which a by-product is used.	Lists students have made in researching.	
	Make a table display. Use a lump of coal, attach pieces of yarn and have yarn attached to pictures to show different by-products.		

TEACHER'S NAME Helen Moser

Grade Level 5

ELEMENT

Unit Title: Coal Mining and the Mining of other Minerals

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. Students working in pairs using a list of eight questions and a mineral assigned by the teacher will show comprehension by preparing a report that contains correct answers to five of the questions.	Reports will be shared and discussed with other students and put in class scrapbook. Take a list of fifteen minerals and decide if they are elements or combination of elements. One of the physical characteristics that is unique to minerals is crystal formation. Have the students look at a grain of sugar, salt and sand under a microscope and draw the predominate shape they see. Students will observe crystal formation using the following materials: ¼ cup salt, ¼ cup bluing, 1¼ cup water, 1T. ammonia. Mix the above together and pour on crumpled paper towels. Add small amounts of food coloring and the colors will show up the crystals. Crystals will start to form and will continue for 5 hours.	Natural Resources and Environmental Awareness, A Teacher's Guide K-6 U.S. Dept. of Health, Education & Welfare List supplied by teacher. Students check encyclopedia for information. Natural Resources and Environmental Awareness K-6, by U.S. Dept. of Health, Education and Welfare. Natural Resources Environmental Awareness. A Teacher's Guide, K-6.	5. The report will contain correct answers to five of the following eight questions: 1. What is the name of the mineral? 2. In what part of the United States or other country is it found? 3. What uses are made of this mineral? 4. What kind of process made it usable? 5. How much of the mineral is there on earth? 6. How much of it is found in the United States? 7. Name some kinds of jobs that were necessary to find the mineral. 8. The most interesting fact you found about the mineral. Observing the experiment. Discussion. This gives them a fast version of what happened in nature. Students will demonstrate their knowledge by questions and comments they make.

TEACHER'S NAME Helen Moser Grade Level 5

ELEMENT

Unit Title: Coal Mining and the Mining of other Minerals

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Students will make a list of all the things they see around them that are made of minerals. Then divide the list into use categories: building, clothing, transportation, toys, jewelry, and others.	BOOKLET: Steel for today and Tomorrow American Steel Co. FIlmstrip Mines and Mineral Resources	Use all of the students' lists and categories to compile a large chart. Class discussions to determine if they have accomplished what was assigned.
	Take turns at chalkboard with word identification using minerals or words used in mining.	FILMSTRIP:AND BOOKLET: Science Technology EXAMPLE: _ _ l _ _ r (silver)	
6. PE Program: At the conclusion of the period the students will show comprehension of vocabulary words relating to mining unit by defining at least two words during game.	Play with "Parachute" using vocabulary words instead of numbers.	Teacher developed game	6. Students will play game correctly and show comprehension of at least two vocabulary words.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Name: Helen Moser

Unit: Coal Mining and the Mining of other Minerals

OBJ.	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	ENGLISH
1		Scrapbook on coal. Oral discussion about coal.		Researching and making reports. Reports on George Stephenson, James Watt. Maps on kinds of coal.					Mural showing the steps in formation of coal.	
2		Writing paragraphs about types of mines.	Safety measures used in mines.	Reports on James Watt, George Stephenson.					Drawing pictures to illustrate types of mines.	
3		Making list of vocabulary words on coal mining.		Play game matching job and description						
4	Bar graph made of five countries that lead in production of coal.	Reading research material		Charts showing many by-products of coal.					Pictures for scrap book.	
5			Take a list of 15 minerals and decide if they are elements or combination of elements.	Make a list of all things that are made of minerals or partially made of minerals.					Draw picture of crystals seen under microscope.	

Name: Helen Moser

Unit:

OBJ.	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIAN
5 continued			Examine sand, sugar, and salt under microscope. Do experiment to observe crystal formations.							

TEACHER'S NAME Marilyn Kemmoade Grade Level 5

ELEMENT: Career Awareness, Attitudes & Appreciation, Beginning Competency

Unit Title: The Television World: Careers and Skills

Communications & Media Cluster

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of this unit, the student will show knowledge of the television world by "identifying 8 occupations in the television field and describing their duties with 80 % accuracy on a matching exercise."	1. Field trip to TV station 2. Class Scrapbook of "Careers and Skills in the TV World." Working in small groups or pairs the students will research a TV occupation. Include such items as educational requirements, employment, salary, illustrations of the job or picture cutouts. Careers to be Included: 1. producer 2. director 3. cameraman 4. video-tape engineer 5. audio engineer 6. librarian 7. announcer 8. scenic designer 9. prop man 10. floor manager 11. technical director 12. lighting engineer 13. production assistant 14. performers 15. writers 3. Write letters to TV personalities or TV stations (NBC ABC, CBS) requesting	Field trip--KOLN TV, Lincoln, NE FILM: Television in Your Community, U of N., Comp. Catalog, 1971-73. BOOKS: 1. Television Works Like This, Jeanne Bendick 2. Looking Forward to a Career Radio & Television, Billi Haeberle. 3. What Makes TV Work?, Scott Corbett. 4. Signals to Satellites, Etta S. Ress, pp. 135-162. 5. Communication, Julie Batchelor, pp. 89-101. FILMSTRIP & RECORD: "Television Workers", SVE Cassette Tape, "Visiting a Television Station", Troll Associates.	1. Teacher corrected student worksheet matching the career title with its duty.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	information about their careers. 4. Role play different occupations such as a writer preparing a script, a broadcaster reading the news, an actor rehearsing lines for a play, etc. Discuss the activities so the students will understand the purpose. 5. Play "Who Am I" game with students making use of TV occupations studied.		
2. At the end of the lesson, the student will demonstrate knowledge of major equipment used in a television studio (such as camera, microphone, boom, jack, transmitter, antenna, earphones, and cue cards) by completing a teacher-made worksheet that pictures the television equipment with space for the student to identify it and its function with 75% accuracy.	1. Field trip to the TV STation. 2. After the field trip, have students draw pictures of equipment that they saw being used (camera, microphone, boom, jack, transmitter, etc.) Use for discussion of the function of various equipment. 3. Have students make dioramas, models or displays of the layout of a TV studio, the production sets or other scenes of interest.	Field trip: KOLN TV station	Teacher-made worksheet picturing television equipment discussed and space to write its function--teacher corrected.

TEACHER'S NAME Marilyn Kermmoade Grade Level 5

ELEMENT

Unit Title: The Television World: Careers and Skills

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. During this lesson, the student will show comprehension of the process of transmitting television by correctly preparing a simple graph that displays the steps involved in the transmission of TV from the studio performance to the TV set in the home.	1. Watch a TV show in class. Before viewing, ask the class' opinion on how the TV show originated, how does the picture get to our set, etc. 2. Bulletin board showing the major parts of a TV set. 3. Group reports on different aspects of TV Transmission a. networks b. TV camera--lenses, pattern of light c. TV camera--image target, electron gun d. TV camera--scanning beam, returning beam e. how TV travels through the air--transmitting TV, broadcasting antenna f. Cables and relays, channels g. how TV is received at home, receiving antenna, TV receiver h. kinescope, other parts, tuning 4. Have TV repairman visit class to discuss TV transmission and the major parts of a TV set.	Resource Person: TV repair man	3. Students will individually draw and label a picture graph that shows the steps involved in television transmitting.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	5. Design a mural simply depicting the steps in television transmission.		
4. At the finish of this lesson, the student will be able to evaluate and distinguish between different types of television productions (news, sports, public affairs, dramas, "specials", mysteries, comedies) with 80% accuracy on a series of video-taped spots.	1. Design a bulletin board that displays the various functions of television--education, information, entertainment. 2. Discuss different programs the students have watched and place them into a specific category. 3. Divide into small groups. Each group will act out a TV program or a kind of TV program. The class will guess "what kind" of program it is and possibly which one. 4. Working in pairs the students will complete a worksheet that describes "make believe" TV programs. The students will put each of the programs into one of the categories.		4. Teacher-made video-tape of different types of TV productions. The student will number his paper from 1 to 10, and then identify the kind of program (news, sports, public affairs, dramas, "specials", mysteries, comedies) that correspond with the number.

TEACHER'S NAME Marilyn Kerrmoade Grade Level 5

ELEMENT

Unit Title: The television World: Careers and Skills

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. Upon the completion of this lesson the student will show application of his language skills in both oral and written form by writing factual news articles and "broadcasting" them orally to the class.	1. Students will write news articles based on information they have read in newspapers or magazines. 2. Working individually, in pairs or small groups, the students will write one-minute commercials. Economy words and attention-getting words and phrases will be important. 3. Students will perform their news reports and commercials to the class using expression and good speaking techniques.		5. Each student will be evaluated on their news broadcast. This will include the writing of the article and the student's presentation of it to the class.
6. After completing the video-taping of the class program, the student will successfully demonstrate application and precision in the writing and production of a television program.	1. Plan a news broadcast including the following: a. International news b. national news c. state news d. local news e. commercials f. weather g. sports	Video-tape equipment Newspapers Magazines	6. Students will be evaluated on their contribution to the class TV production.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Students will be responsible for different parts of the broadcast, both in writing of the material from a factual standpoint and performing it. Students will perform the roles of the occupations the class covered in its study of TV jobs. After a trial run, videotape the performance and play it back. The class may comment and discuss things that could be done differently or improved. 2. Divide into groups and perform the following activities: a. design and print cue cards for the news broadcast. b. design and build scenery and props for the TV performance. c. make posters to advertise the class production. d. select music to be used for background music for the TV production. Match the music with the programming.		

TEACHER'S NAME Marilyn Kemmoade Grade Level 5

ELEMENT

Unit Title: The Television World: Careers and Skills

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	6. Create and perform for video-taping a television program, such as a variety show, short operetta, etc., with students writing scripts and designing materials (the above activity #2 could apply again). Video tape the performance and play back for an audience.		
7. The student will display knowledge of vocabulary words pertaining to the television world by defining those words with 75% accuracy on a matching exercise. Examples: 1. ad lib 2. bounce 3. video 4. audio 5. control room 6. network 7. antenna 8. kinescope 9. transmit 10. prop 11. studio 12. cable 13. microphone 14. credits 16. advertisement 17. variety 18. spot 19. interference 20. broadcast 21. cue cards 22. receiver 23. documentary 24. boom 25. mike 26. interruption 27. soap opera 28. sponsor 29. comedy 30. air frequencies	1. Introduce vocabulary words from the unit. Students can make wall charts or folders of these terms to use for studying and review. 2. "TV Bingo" Bingo cards with vocabulary words instead of numbers. Teacher or student will read the definition of a word or term and students will cover up that word with a token. Proceed reading vocabulary words until one student has covered a line of words--diagonally, across or up and down.		7. Teacher corrected student worksheet of vocabulary terms and definitions. Students should match the term with its definition.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
8. At the conclusion of the unit, the student will show comprehension by analysis through listing the reasons why the television world is helpful to the community and world in small group and class discussion.	1. In small groups make a list of reasons why TV and the careers involved are important. Meet as a class and discuss and evaluate these reasons. 2. In a discussion compare and contrast television with other media and modes of communication (books, newspapers, radio, etc.)		8. Class and small group discussion.
9. (MUSIC) (to be taught by music teacher) After discussing the production of a singing television commercial the fifth grade class will divide into groups and develop one commercial for the approval of their class.	1. Divide into small groups and use a familiar tune or they may write their own and then write words for one singing commercial.		9. Each group will be able to perform their singing commercial on video tape and the class will criticize their commercial.
10. (P.E.) (to be taught by p.e. teacher) At the completion of the game "Soccer Baseball" the students will be able to orally spell and define at least one vocabulary word from their TV unit.	1. Play "Soccer Baseball" using questions at first base to determine if runner can go on. (teacher developed game).		10. Students will be able to play game and answer TV unit questions.

TEACHER'S NAME Marilyn Kermmoade Grade Level 5

ELEMENT: Career Awareness, Beginning Competency, Attitudes and Appreciation

Unit Title: Telephone Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Given appropriate materials and aids the student will show knowledge of the history of communication by correctly reporting on one mode of communication and outlining its history.	1. Group reports and Projects a. smoke signals b. drums c. pony express d. Alexander G. Bell e. First telegraph f. early telephone 2. Class mural illustrating the history of communication--smoke signals to telephone calls.	FILMS - U of N. Comprehensive Catalog: 1. "Communication for Beginners" 2. "Communication in the Modern World" 3. "Mr. Bell" 4. "Pony Express in America's Growth" 5. "Story of Communications" Bell System Telephone Office "Here is Tomorrow" Vertical File--Elementary Library BOOKS: Communications: How Man Talks to Man Across Land, Sea and Space, C. B. Colby The Telephone, Henry Brinton Your Telephone and How It Works, Herman Schneider Encyclopedias	Teacher Checklist for Reports: a. AV materials used b. Demonstrations c. Oral Report on history to the class d. Written outline from the student for the teacher.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. Upon completion of this lesson the student will be familiar with how the telephone functions and the identity of its parts so as to complete with 80% accuracy a labeling of a diagram of the telephone and a true/false quiz over how the telephone functions.	1. Take apart an old telephone to view the diaphragms, magnet, coils and receiver parts. 2. Make tin can telephones. 3. Class reports: a. magnetism and its function in telephone communication b. vibrations c. how sound travels d. coaxial cables 4. Have each student draw a present day telephone and label its parts. Next, draw a telephone of the future and label its parts (same parts as the present day only possibly in a different form--use your imagination!!	FILMS--Bell System Offices a. "Draw Me a Telephone", 1967. b. "The Far Sound", 1961. Resource person--Telephone Lineman visit class to discuss the telephone--how it functions and its parts.	Diagram of a telephone--label the parts with 80% accuracy. Ten True/False questions on how the telephone functions and material covered in the class reports--with 80% accuracy.
3. Upon completion of this unit the student will show knowledge of the telephone world by identifying the duties of at least 80% of the telephone occupations studied in a matching activity.	1. Field trip 2. "Class experts"--Students work in pairs to research telephone occupations. Present oral reports to class with discussion and questions following. Reports should	FILM: Bell System Telephone Office: "Operator" Field trip to telephone office in Lincoln to view the following occupations:	Matching quiz--match the occupation to its duty with 80% accuracy.

TEACHER'S NAME Marilyn Kermmoade Grade Level 5

ELEMENT

Unit Title: Telephone Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	include nature of job, salary, educational requirements. 3. Role-play telephone occupations making use of the Tele-Trainer. 4. Draw pictures showing various occupations in the telephone world. 5. Write thank you letters to the telephone company for the field trip.	1. engineer 2. installer 3. switchman 4. lineman 5. central office operator 6. long distance operator 7. pole framer 8. tree trimmer 9. commercial representative 10. superintendent--communications 11. rate analyst Tele-Trainer from Lincoln Telephone and Telegraph. Filmstrip & Record: The Telephone Installer--SVE "The Wonderful World of Work" Telephone Workers, Denoyer-Geppert.	
4. Following appropriate discussion and experience in applying telephone courtesies, the student will show successful application of these skills in a role playing situation with the Tele-Trainer.	1. As a class make a list of telephone courtesies. Use for a bulletin board. 2. Students may make cartoons to illustrate the do's and don'ts of Telephone courtesy 3. Listen to student's own "telephone voice" on the tape recorder.	Tele-trainer FILMS: Bell System Telephone Office "If an Elephant Answers", 1966	4. Each student will role-play a telephone situation assigned by the teacher with another student displaying telephone courtesies.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	4. Write limericks on Telephone courtesy. 5. "Courtesy Calling"--with the tele-trainer, role play situations on the telephone. Student will draw a card and have to role play that situation with another student. 6. Impromptu calling--warn that the teacher will be calling them at home on an unscheduled basis--call 2-3 students randomly per evening during unit to see if they are applying the skills.		
5. After completing the lesson the student will be able to display application of the telephone directory with 80% accuracy on an information-finding quiz.	1. "Find it Fast" game to see which team can find the telephone numbers to match the names on a ditto first can be played individually also. 2. Discuss the parts of the directory--information section, white pages, yellow pages and what they contain. 3. Use the directory to locate emergency numbers, such as fire and police departments.	Telephone directoreis	5. Teacher-corrected student worksheet on using the telephone directory to find information.

TEACHER'S NAME Marilyn Kemmoade Grade Level 5

ELEMENT

Unit Title: Telephone Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	4. Make a class telephone directory of student's numbers.		
6. (MUSIC): After learning the words of the songs the fifth grade students will have knowledge of the history of communication by being able to sing four songs.	1. The class will discuss the meaning of the words in each song and then learn the words.	Discovering Music Together", Book 5, Follett "Sweet Betsy From Pike", pp 8, 9. "This Ol' Hammer", p. 125. "John Henry", pp. 126, 127 "Erie Canal", pp. 128, 129.	6. The students will be able to sing the songs.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIA
fer to #1		group reports on history of communication.	←	→		songs: Erie Canal, Get along little Doggies, I've been working on the railroad.			Mural: history of communication.	
#2		class reports on the functions of the telephone--magnetism, vibrations, how sound travels, coaxial cables.	Take apart an old telephone to view its parts. Make tin can telephones						Draw present day phone and label its parts. Draw phone of the future.	
#3		"Class experts"--oral reports on the telephone occupations. Write thank-you letters to telephone co. for the field trip.			Role play telephone occupations				Draw pictures showing telephone occupations.	
#4		Write limericks on telephone courtesy. Courtesy calling role playing with the Teletrainer.	←	→	Make list of telephone courtesies. Listen to telephone voice on the tape recorder. Impromptu calling				Cartoons to illustrate do's and don'ts of telephone courtesies.	
#5		"Find it FAst"--finding telephone numbers in the directory.		discuss the directory. directory to locate emergency numbers. make class telephone directory ←	parts of the Use the					

TEACHER'S NAME Marilyn Kermmoade Grade Level 5

ELEMENT : Career Awareness, Attitudes & Appreciation, Beginning Competency

Unit Title: Newspaper Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After completing the lesson the student will demonstrate comprehension on the different parts of the newspaper and their functions by distinguishing between these parts and recognizing their differences by correctly making a notebook showing an example of each of the parts of the newspaper studied.	1. Look over copies of the newspaper and discuss the different parts. Determine the functions of each part and discuss which parts are the most popular. Parts to be studied: front page--local, natl., world news entertainment sports women's business editorial columns news cartoons letters to the editor classified ads display ads news analysis comics 2. Using the Learning Packet developed by the teacher that desdribes, defines, and shows samples of the different parts of the paper, the student will make a notebook with a sample of each department studied. 3. Bulletin Board display of different types of newspaper articles.	BOOKS: This is a Newspaper, Fergenbaum, Lawrence Your Daily Paper, Floherty, John FILMS: "How to Read Newspapers" "Getting the Facts", U of N Comprehensive Catalog, 1971-73 FILMSTRIPS: "How to Read a Newspaper", Troll Associates, 1969 "Newspaper in America", SVE, 161-SAR	1. Student-made notebook displaying examples of the different parts and departments of the newspaper.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. Upon completion of the lesson the student will demonstrate knowledge in the parts of a newspaper article by identifying those parts (headline, byline, dateline, lead, subhead, details) with 80% accuracy when given an article and asked to label the parts studied.	1. Using the learning packet developed by the teacher that describes, defines and shows samples of the parts of a newspaper article the student will find articles that have a combination of the parts or all of the parts studied, and put them in their newspaper notebook. (Example: an article that has a headline and dateline or an article that has a headline, dateline and subhead). 2. Cut the headlines off of newspaper articles. Have students read the articles and choose the appropriate headlines. 3. Cut the headlines and leads apart (rest of article is not necessary). Have students match the lead to the headline.		2. Worksheet of a sample newspaper article--student is to label the parts.

TEACHER'S NAME Marilyn Kermmoade

Grade Level _____

ELEMENT

Unit Title: Newspaper Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. At the end of the unit the student will show knowledge of the newspaper field by naming 8 occupations and describing their duties in a written form.	1. Class reports on the different occupations in the newspaper field. Students could cover duties of the job, educational requirements, and salary. Occupations to be covered: 1. editor 2. sports editor 3. fashion & women's news editor 4. news editor 5. society editor 6. entertainment editor 7. managing editor 8. reporters 9. artist 10. cameraman 11. cartoonist 12. classified ad clerk 13. photographer 14. photo engraver 15. columnist 16. proofreader--copyreader 17. press man--machine operator 18. delivery man 19. librarian 20. typesetter 2. Role play the various occupations in the newspaper field.	Field trip to Lincoln Journal and Star Newspaper BOOKS: News Reporters and What They Do, Watts, Franklin The First Book of News, Watts, Sam Gathering the News for Newspapers, Magazines, Radio, TV, Perkins, Terry William Understanding the News, Perkins, Terry William	3. Out of the 19 occupations studied the student will name 8 of those and describe their duties in a written form.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	3. Field trip to newspaper office to view the jobs in action. 4. Class reports on famous newspaper men--their contributions and lives, such as Benjamin Harris, James G. Bennett, Horace Greely, Joseph Pulitzer, W.R. Hearst. 5. Newspaper World Bingo--Bingo-type card with the different newspaper occupations listed on it. Teacher or student will read the duty of an occupation and the students can cover the title of that occupation with a marker. First one to have a column marked either diagonally, up and down, or across is the winner.		
4. The student will demonstrate comprehension of the steps of a news story from the actual incident to the newspaper in the reader's hands with 80% accuracy on a sequencing quiz over the 7 steps involved.	1. Teacher-made ditto pictorally showing the steps of a news story--use for discussion and introduction. 2. Design a class mural depicting various stages in development of the news story.		4. Teacher-corrected worksheet of the steps in publishing a news story in a jumbled form--the student will put them in correct order by numbering them.

TEACHER'S NAME Marilyn Kermmoade Grade Level 5

ELEMENT:

Unit Title: Newspaper Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. In the course of the unit, the student will apply language and writing skills by skillfully writing news stories following the style, content and mechanics that apply to news stories.	1. After the field trip to the newspaper office, students will write newspaper reports of the trip. 2. Write book reviews of library books recently read. 3. Write newspaper accounts of Mother Goose rhymes or fairy tales making sure to include a headline, dateline, byline, lead. 4. After the field trip, students could write thank-you notes to the newspaper office for the trip through their office. 5. "You Were There"--students could write articles after research about important events in history as if they were there--using the newspaper article format. 6. Have students interview each other and then write an article about the person.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. During the unit the student will demonstrate application and precision in the publishing of a newspaper by successfully applying these skills in the class publication of a school newspaper.	1. Organize into departments: (news, sports, entertainment, women's & society, classified ads). Each department should choose an editor and plan what they will cover. Set deadlines for material to be in. 2. Students should be responsible for the prcof-reading, printing, and distribution of the newspaper.		6. The student will be evaluated on his written contribution to the school newspaper and his help in preparing or distributing the paper.
7. At the completion of the unit, the student will demonstrate knowledge of the vocabulary words studied in this unit by completing with 75% accuracy a matching exercise of the vocabulary words and their definitions.	1. Have students make wall charts of the vocabulary words and their definitions. 2. Students can add the vocabulary words and definitions to their newspaper notebook. 3. Newspaper Bingo: Bingo card with the definitions of the vocabulary words written on them. Student or teacher will read the vocabulary words and students can cover the vocabulary word with a token. First student to have a line covered (diagonally, up & down, across) is the winner.		7. Matching exercise of the vocabulary words and their definitions.

TEACHER'S NAME Marilyn Kermmoade Grade Level 5

ELEMENT

Unit Title: Newspaper Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	VOCABULARY WORDS: 1. editorial 2. column 3. opinion 4. fact 5. advertise 6. event 7. copy 8. read 9. headline 10. dateline 11. details 12. deadline 13. feature 14. news article 15. proof 16. want ad 17. journalism 18. morgue		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME David C. Andersen

Grade Level 5 - 6

ELEMENT: Career Awareness, Educational Awareness, and Attitudes and Appreciations

Unit Title: Sheet Metal Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the completion of introducing the area of sheet metal workers, the students will have an 85% knowledge consisting of a written evaluation on what these workers do.	1. Have a speaker in from Tech College at Milford. 2. A trip to the Tech College in Milford. 3. Have students visit a new home having the air conditioning, heating, and roofing trim being put on. 4. Have students give reports on the two places visited.	1. Sheet Metal Works International Associations 1000 Connecticut Ave., NW Washington, DC 20036 2. Sheet Metal and Air Conditioning Contractors' National Association, Inc. 1611 North Kent Street Arlington, Va., 22209 3. Reference and Audio-Visual Materials on Iron and Steel, a teachers guide, American Iron and Steel Institute, 150 E. 42nd St. New York, New York, 10017, June 69. 4. Metalworking, L. Gardner Boyd, Unit #5 5. Occupations for You, (Part 1), The Arlington Corporation, 801 N. Pitt Street, Alexandria, Virginia 22314, pp. 33-37.	1. Written evaluation on what sheet metal workers do to include: a. training b. three metal trades c. a brief outline on what takes place at the Nebraska Vocational Technical College in Milford.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. After the introduction of sheet metal workers the students will be able to name at least three areas of employment, and briefly explain the employment outlook. This should show the comprehension the student has attained.	1. Write letters to various areas within the state and other states. 2. Make maps of Nebraska showing the main areas of job opportunities. 3. Make a dart board of Nebraska or other states. When students throw the dart and hit a particular place, have them see if they know the type of employment there, and the outlook for employment there, and the outlook for employment in that area.	6. Paper Sculpture, Mary Grace Johnston. 7. History of Art, H.W. Jansen, pp. 537. 8. Visual Experiences. 9. Larouse Encyclopedia of Modern Art, p, 304, picture 820. 10. Encyclopedia of the Arts, p. 148. 11. Arts and Activities, June 73, p. 35.	2. Have students write at least three or more explanations on the areas of employment. Have students briefly write and explain what the job opportunities are from the letters they have received. (Include other student letters also.)
3. After completion of research of employment, and job opportunities, the student will analyze at least five different wage, hour, and union policies.	1. Write other states and inquire on their wages, hours, and unions. 2. Give reports to class on information attained from other states. 3. Let students take figures from other states concerning these three areas and subtract differences to point out the comparisons.		3. Write and compare at least five or more different wages, hours, and unions. Write and evaluate what students feel would be fair hours, wages and union policies. Have these compared to existing ones.

TEACHER'S NAME David C. Andersen Grade Level 5 - 6

ELEMENT

Unit Title: Sheet Metal Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	4. Set up a union board and make the rest of the students employers. Have them in groups with one designated as a speaker to speak to the Union on their hours and wages.		
4. Upon completion of covering wages, hours, and unions, students should be able to identify and explain the use of at least three tools, and machines.	1. Have students use tin snips and cut strips of very light tin. 2. Have students form light weight metal around a rod by hand. 3. Using aviation snips, have students cut an outside curve.		4. Show machines, and tools on overhead projector leaving the names off. Let students identify on paper what tools or machines they see. A brief explanation of their use also should be given.
5. After the completion of the activities concerning the various tools and machines, the students will proceed with the application of making patterns and art designs. With the use of tin snips, and pliers, students will be expected to complete at least one art project by themselves.	1. Have students make a mobile from metal work. 2. Have students create and design any sculpture they can create. 3. Go to Milford Art class and look at their metal projects and share ideas.		5. Have students create any piece of art from metal they wish. Have them complete this project as a last exercise.

TEACHER'S NAME _____ Grade Level ___ _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. The students will be able to analyze the importance of mathematics in cutting their various shapes and objects. (At the completion of this unit).	1. Have students cut different geometric shapes from metals. 2. Measuring and cutting various angles, squares and straight cuts.		6. Have students list the different ways math is related to the metal field.

DAVID C. ANDERSEN

Sheet Metal Workers

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIAN
fer to #1		Writing skills								
#2		Writing skills and relationships		Map skills of state and other states.					creating relationships.	Information and locating skills.
#3	Time and money relationships. Comparison of figures.	Letter writing skills. Comprehensive skills.		Locations of various unions and areas they cover in the United States.						Information Locating Skills.
#4	Measuring of Geometric shapes and lines.	Writing skills.							formation of curve and straight line.	
#5									Creative and guided art activity including sculpture.	Creative & guided art activity including sculpture

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIA
fer to #6 XXX	Relationship of math to geometric and straight configurations	Writing Skills								
#2										
#3										
#4 XX										
#5										

Teacher's Name Gloria O'Brien Grade Level 6

Concept: 1. An understanding and acceptance of self (and others is important throughout life
2. Individuals are worthy because of their differences
3. Social adjustment can more easily take place through the recognition of the above concepts

Subconcept: Human co-operation and awareness of prejudices provide valuable insight

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Appreciate the value of human differences.	1. Student checklist to help him discover his strengths and weaknesses.	1. Jobs in the Future, SRA Student Workbook	1. Each student will chart their major strengths and interests to discover more about their individuality
2. All humans have worth and dignity because of their strengths and abilities.	2. Student job aptitude test to help him discover possibilities in careers open to him.	2. Newspapers	2. Draw yourself on paper. From magazines cut "symbols" that describe yourself.
3. To get along with others and recognize the benefits of cooperation.	3. Clip news from newspapers or periodicals on the interaction of groups. Point of discussion.	3. Periodicals	3. Discussion of results of assembly line vs individual workers.
4. Examine the effects and consequences of prejudice, scapegoating, snap judgments.	4. Visit an assembly line in Lincoln. Discuss interaction job opportunities, cooperation, etc.	4. Norden Laboratory assembly line	4. Read a short novel or 5 short stories dealing with minority, underprivileged, or "different" people.
5. To analyze how and why we make judgements about others.	5. Do an art assignment in assembly line fashion and on a one-to-one basis. Discuss results.	5. Art materials	5. Discuss results of scapegoating and tell how it can be avoided.
	6. Cooperation discussion a. parent-student b. student-student c. parent-teachers, etc.	6. Houghton-Mifflin reading basal	6. Panel discussion with guest speakers on Man and his differences using student questions as basis of discussion.

Subconcept: Human co-operation and awareness of prejudices provide valuable insight

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	7. Discuss needs and values of humans. Relate these to what's needed for job and occupations. 8. Interview long-time workers to see how jobs have changed, along with values and needs of workers changing. 9. Scapegoat game determined by color of eyes. Blue eyed kids become the scapegoats. 10. Listen to "I Am the Me Nobody Knows," and then write a short story on the me nobody knows on yourself. (Confidential) 11. Discuss the characteristics of man. Then of other nationalities (Should be the same--discuss myths or prejudices here)	7. Mary Jane I am Fifteen and Don't Want to Die 9. Diary of Anne Frank 10. "I am the Me Nobody Knows," record/filmstrip series 11. Guest speakers from minority groups 12. Black, Indian, Jewish, biographies in library	7. Give probable examples and write a solution in accordance with what has happened during the unit.

Concept: 1. Various occupations exist for a purpose and individuals in these areas should have dignity and worth
2. Individuals should also develop an acceptance of others, responsibility, dependability, fulfillment and selfunderstanding as they achieve goals in the area of journalism

Subconcept: Communication Skills

OBEJCTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To apply the 5 W's and H and inverted pyramid style to news coverage.	1. Write heads (first paragraphs of news coverage) containing the who, what, where, when, why, and how of the news. 2. Use inverted pyramid style presenting the most important news first in story and working down to least important.	1. Field Trips: Local rural newspaper weekly--Milford Times Daily, city paper--Omaha World Herald 2. Newspaper in classroom--a series of films; TV educational programs; and study guide put together by Omaha World Herald. 3. "Featured" people interviews (left up to students)	1. Production of a bi-monthly newspaper 2. Production of a 30-minute TV hodgepodge of programs. 3. Production of 30-minute radio hodgepodge of programs.
2. To spell correctly and write clearly resulting from thorough proofreading practices.	1. Write headline advertising news and use headline counting system (from Hastings Daily Tribune) to figure length of type to fit columns in newspaper.		
3. To promote awareness of typing and shorthand skills.	1. Type scripts and news stories 2. Advertising Layouts: a. make ads pleasing to the eye b. Ads are attention getters c. Study ads in local newspaper for lettering procedures		

Subconcept: Communication Skills

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	d. Interview for ad information e. Promotional phrases f. Commercial art		
4. To demonstrate good speech and dramatic techniques when speaking to an audience.	1. Photography a. Students take photographs to coordinate with news coverage b. Promotional pictures advertising newspaper, radio and TV programs.	1. Typing teacher 2. Shorthand teacher 3. Local stores: Dime store, drugstore, grocery	
5. To develop skills in interviewing through several practice situations.	1. (Window) displays a. Use dimestore or drugstore window practicing advertising techniques. b. Use grocery store window posting ads on posters c. School displays advertising upcoming events.		

Concept: 1. Self understanding and acceptance of others.
2. Individuals are worthy because of their differing interests, abilities, and attitudes
3. Social adjustment and success through recognition of the above

Subconcept: An understanding of the relations between men through human cooperation, an indepth study of prejudice and its consequences

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To examine the consequences of prejudice, scapegoating, and unprecedented judgments. 2. To appreciate the value of human differences and the worthiness of all humans. 3. To successfully discuss using correct terminology and make healthy decisions concerning sample situations dealing with decisions and relationships between humans. 4. To get along with others 5. To analyze personal judgements toward others.	1. Which color do you like best? Which color don't you like? 2. Which material has the best "feel"? 3. Which tool don't you prefer to use? Which tool do you prefer? 4. Draw yourself and some things that symbolize yourself. "What are your abilities?" 5. Sample aptitude tests 6. Checklist: What can I do? Very Well / Not so Well / Pretty good a. team games b. swimming c. music d. art e. English f. Science g. Writing (stories, poetry) h. tennis i. home chores j. memorizing k. history l. earn spending money	Mary Jane Prejudice "The Me Nobody Knows", Record filmstrip various block-study biographies panel discussion (minorities), supporting stories on minorities in reading text. Current news Jobs in the Future	1. Take one from several news reports about minority group activities. Tell how something else could have happened if understanding had been applied. Use terms such as scapegoat, etc. 2. Given sets of circumstances, tell if prejudice took place and how do you know. 3. To define symbolism, idealism, and heroism and relate it to the world today.

Subconcept: An understanding of the relations between men through human cooperation, an indepth study of prejudice and its consequences.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	m. work with my hands n. work out problems through reasoning o. work well with others 7. How do the following areas help you in finding jobs? What jobs deal with these four areas? 1. listening 3. reading 2. speaking 4. writing 8. Investigate occupations disadvantages: 9. Interaction--current news 10. Panel of people telling how Language Arts is important to jobs. 11. Can you see cooperation? Parent-student; student-student; teacher-student. Why do you need cooperation? Advantages Disadvantages How do you cooperate? List workers who cooperate and visit. Sample survey for occupations What's needed, Who would you hire? Interview long-time workers to see how jobs have changed.		

Subconcept: An understanding of the relations between men through human cooperation, an indepth study of Prejudice and its consequences

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	12. Map out Nebraska according to jobs. If I lived in _____ I would like to be a _____ because _____ Pick out-of-the way places. 13. What do you do with your day? (sleep, school, work, leisure) *(lead to hobby speeches) list leisure time activities compile list of jobs and what they liked to do in leisure time. 14. Work weeks, budget salary 15. Why do people work? Why do people go to school? 16. What are needs of people? 17. Human values: well-being good health feeling happy wealth service knowledge enlightenment skills abilities use muscles think clearly talk & write well affection friendship love respect		

Subconcept: An understanding of the relations between men through human cooperation, an indepth study of prejudice and its consequences

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	admiration power making decisions influence others 18. Work what pops into mind? 19. Terms ability job family interdependency leisure time cooperation geographical location artistic ability moonlighting observing interaction		

Concept: 1. Occupations exist for a purpose
2. A variety of occupations may be helpful to one cause.
3. School and work are interrelated
4. Individuals can be responsible for career planning

Subconcept: History of language and writing

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To understand the stages our present day speech and writing habits have progressed from.	1. Student-oriented discussion and demonstration of how man first communicated.	1. Dictionary of American Slang	1. Student written account of how language developed.
2. To diagram a family tree and family tree of language.	2. Student projects depicting these developments: (codes, sign language, clay tablets, etc.	2. Your Language and How It Grew	2. Comprehension and ability to speak a French dialog
3. To speak a Romantic language resulting from study of language tree.	3. Reference Resource skills resulting in group discussions. a. pictogram b. ideogram c. cuneiform d. sumerians e. Hieroglyphics f. calligraphy g. alphabet n. symbolism	3. Lord's Prayer in old English	3. Define what folktale, fables, and legends are. Know the characteristics of each.
4. To understand phonemes, the basis of word sounds.	4. Art projects using various printing processes. Example: Wood cuts	4. Grip the Rat--phonemic Translation	
5. To recognize components of any language: slang, dialect, archaic words, and new words.	5. Make a family tree	5. Geographical Dictionary	

Subconcept: History of language and writing

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. To introduce the concepts of early forms of literature: legend, folktale, and fable. 7. To associate the need of various occupations to the development of language and writing.	6. Develop a family tree of language from bulletin board display 7. Study etymology. Take sample words to prove how words have changed. 8. Read The Lord's Prayer in Old English 9. Read Grip The Rat, a phonetic translation. 10. Discuss slang, archaic forms, dialect, and new forms through examples by students. 11. List some occupations that deal with the development of language and writing: a. historian b. archeologist c. etymologist d. grammarian e. dictionary compiler f. anthropologist g. geologist h. seismic observer i. paleontologist j. foreign language interpretor k. geophysicist	6. Record of Aesop's Fables 7. Sindbad the Sailor 8. Scholastic Book Services bulletin board display on Language. 9. Archaeology: Secrets of the Past	

Concept: Individuals are responsible for career planning; education and work are interrelated
2. Meaning of "Work" plus several aspects related to work
3. Individuals have dignity and worth because of their differences

Subconcept: Jobs in your future

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To discover who you are.	1. Job survey letter to parents. Discuss results. Use parents as classroom consultants.	1. Jobs in Your Future (Scholastic Book Services)	1. Vocabulary examination covering words essential to succeeding in career planning.
2. To investigate opportunities open in the world of work, "What can I do?"	2. "Dream pass" a pass to dream of the future. Answer the question of the week. Example: 10 years from now, what will I be doing?	2. Workers and employers in town.	2. Read a series of short stories and tell why the main character succeeded or failed at his job.
3. To know the steps in job hunting.	3. Simple job aptitude test. Discuss results and jobs available within the fields.	3. Newspapers	
4. To prepare for job interviews.	4. Want ad search: Bring want ads for bulletin board display to fill job interests of students.	4. Insurance agent and tax forms.	
5. To understand how to keep your job.	5, Discuss social security and fill out the form for a number		
6. To realize jobs available now.	6. Why should you stay in school? Relate to job requirements and discuss habits.		
7. To know where you can get job information.	7. Class investigation of job opportunities:		

Subconcept: Jobs in your future

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	a. writing for information b. interviews c. individual reading		
8. To identify the importance of school to work.	8. "Help them find a Job", Find jobs for three pretend people. 9. Preparing for an interview, discuss cartoons showing what not to do. Act out situations of poor and good interviews 10. Check your accuracy. Find errors in cartoons. Leads into filling out sample application forms. 11. Discuss and find references for application forms. 12. Read and discuss "Pete Talks himself out of a job". 13. How to read want ads. Practice reading newspaper ads in groups. Apply them to persons wanting certain jobs. 14. What should you look for in a job? Ask parents, etc. Make a bulletin board from suggestions. 15. Read: "Where will your first job take you?" How is school and work related? Discuss habits. 16. Find jobs available for the 6th grade level. Canvass the town to find possibilities. Why? To locate work		

Subconcept: Jobs in your future

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	to build float for Hemcoming Parade. 17. Complete a job. Profile each student should be able to list his abilities, weaknesses, likes, dislikes, etc. 18. Fill out an income tax form		